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ABSTRACT

This handbook was developed to help secondary school physical education teachers to encourage and promote reading in their programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing upon interest in sport, and on ways teachers can reinforce vocabulary and comprehension skills. An introduction and the second section present reading and physical education goals and language coping skills. The third section presents sample interest and attitude inventories and evaluation tests which may be used to assess the reading abilities, interests, and attitudes of students. Guidelines for the selection of appropriate instructional materials are presented in the fourth section. Activities designed to improve vocabulary skills during discussions about physical education are described in the fifth section. Examples of vocabulary games are included. The sixth section describes successful techniques for improving reading comprehension. In the seventh section, alternative reading assignments for home study are discussed and suggestions are made for library work, reporting on sports television viewing, and critical analysis of sports coverage in newspapers. The eighth section describes techniques to stimulate reading, and the ninth section contains a bibliography of books on athletics and a listing of current periodicals on sports. (JD)

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A PHYSICAL EDUCATION TEACHER'S PRIMER TO READING

Editor: Dr. Bert Parrish
Secondary Education

Supplemental Material for RDG 467, RDG 480, RDG 507 and RDG 544

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INTRODUCTION

Physical Educators are in an expanding field which stresses the importance of a sound mind in a sound body. There is now a trend in the philosophy of physical education that has much in common with the philosophy of physical education that has much in common with the philosophy of goals of reading instruction.

According to William Straub in the Lifelong Sports-Oriented Physical Education Program (1) the general goal is to equip students with the skills, attitudes, and knowledge to enable them to participate in sports throughout life. To achieve this, the following goals are pursued:

1) development of organiz power
2) development of neuromuscular skill
3) development of desirable Personal/social attitudes
4) development of intellectual awareness
5) development of recreational competency

These are very similar to the ultimate goal of all reading teaching -- to develop independent, critical and creative readers. With this, shared committment, the suggested teaching practices take on a different perspective. They begin to belong in the P.E. curriculum instead of being seen as "add-ons" or "token activities." Therefore, reading and comprehension becomes a major factor in helping students to understand the physical skills they are performing, and increase their interest in physical education activities.

This handbook has been developed to help physical educators to encourage and promote reading in their programs. Hopefully this handbook will be an "idea starter" that will help physical educators in their quest to stimulate students to read.

In general, there are three ways P.E. teachers can realistically integrate reading/thinking improvement practices into their teaching. Strategies can be planned that will

1. stimulate recreational reading by capitalizing upon the interest in sports
2. reinforce vocabulary and comprehension skills by helping students transfer these skills to P.E., and
3. provide reading opportunities through alternative learning options such as individualized instruction techniques.

The physical education teachers are especially jealous of their instructional time. Most high schools and junior highs have the fifty minute period. After time for dressing out, roll call, warm-up exercises, cool-down exercises and showers are substracted, little actual instructional time is left. So any "reading" practices have to be short and take little, if any, classroom, gym, or field time. The following activities keep this limitation in mind.

Language Coping Skills

Special language coping skills your students should possess in order to participate more profitably in physical education courses.

1. To cope with the language of physical education sports, and the dance in both word and symbol form and in abbreviations.
2. To apply the meanings of such nonverbal communications as referee's signals and instructor's demonstrations.
3. To follow directions as presented on handouts and in manuals.
4. To retain principles, rules, and objectives of various physical activities.
5. To interpret graphs, tables, physical fitness charts, score sheets, diagrams, and pictorial materials.
6. To locate information on and see relationships between today's physical education curriculum and its history.
7. To broaden knowledge of games, sports, or physical skills as presented in current periodicals.
8. To relate personal achievements to those of professionals.
9. To evaluate sport or physical education articles as to their value to sport covered in class and lifetime values.
10. To interpret symbols, sub-headings and language employed in audio-visual materials.
11. To adopt a rate appropriate to material and purpose for reading the material.

EVALUATING THE READING ABILITIES, INTERESTS, AND ATTITUDES OF THE STUDENTS

Interest and attitude inventories attempt to create and measure enthusiasm for a particular area you are preparing to teach. Students in one class may have a wide range of knowledge and interest within a relatively small group. Depending on the responses the students give, a teacher may end up structuring a unit totally different than he or she had planned. These instruments should be administered before a teacher begins the unit. Another purpose may be to measure attitudes again at the end of a unit to see if anyone's opinions have changed.

CONTENT AREA INVENTORY: Physical Education

1. What is the sports magazine which you have read recently that you liked the best?
2. What is the title of the best book on a sports figure which you have read?
3. How much do you like to participate in sports besides in a P.E. class?

   very much_____
   somewhat_____
   not very much_____
   not at all_____

4. If you have brothers, sisters or parents that are active in sports, do you participate with them or watch them?
5. Do you read the sports page every day?
6. What kind of sports do you like the most?
   contact sports and what kind (example: football, hockey)
   individual sports and what kind (example: wrestling, crosscountry, gymnastics)
7. Do you collect gum cards, trading cards or sports pin ups?
8. How many sports books have you checked out from the library during the last semester?
9. Do you subscribe to any sports magazine?
10. Are you out for any sports after school?
11. What type of activity do you usually do on a weekend?
12. What P.E. activities do you like best in school?
13. What hobbies or collections do you have?
14. What clubs, groups, or intramural sports do you belong to?
15. What sports do you enjoy watching?
16. What are the titles of movies dealing in a sport that you remember and enjoy?
17. What living person do you admire the most from your favorite sport?
18. In your favorite sport what person from history do you admire the most?
19. What sports do you play during summer vacation?
20. What kind of outdoor activity do you like the most and why?
    (example: hiking, climbing, skiing)

FOOTBALL INTEREST INVENTORY

1) Do you watch football on television?

2) Who is your favorite football player?

3) What position do you like to play the most?

4) Would you rather play: Football or Basketball?
Football or Soccer?
Football or Baseball?
Football or Swimming?

5) Do you & your friends play 'pick-up' football outside of school?

6) Do you have a football at your house? Is it yours?

7) Do you play with your parents at home or your brother?

8) Have you ever read a football book?

9) Do you read the sports' page in the newspaper?

10) Would you like to be a professional football player someday?

11) What positions are you playing now on your team?

12) Do you enjoy watching football? A Little _____
A Lot _____
Not At All _____

13) What is the name of the sports' magazine you have read recently that you liked the best?

14) How many sports' books have you checked out of the library during the last year?

15) Do you have your own personal library at hom ?

16) I like to read about: _____

17) My favorite hobby is: _____

18) I am the happiest when: _____

19) Do you like your coaches?

20) Will you sign up for football next year?

E. Dishner
ASU/1974

A RECIPE FOR "CLOZE" TESTING

The following procedure is suggested for the content-area teacher as a means of determining the ability of students to successfully handle the class text.

a. Constructing a Cloze Test

1. Select passage. From the textbook adopted for your class, select a passage of 250-350 words from midway through the book. The selection should not include material previously read by your students and should include complete paragraphs so that the students will have the benefit of complete thought units within the selection

2. Identify words to be deleted. Lightly underline every fifth word in the selection. These will be words that will be deleted and that the students will need to supply on their test copies. It is necessary that you start your deletions in the second sentence of the selection and stop in the next to the last sentence.

3. Prepare a stencil. Type the selection on a stencil with blanks substituted for each of the words previously underlined. All blanks should be of equal length--long enough to allow the students to write-in the longest deleted word.

b. Administering a Cloze Test

After making enough test copies to examine each student in your class, distribute one mimeographed passage to each student and stress the following points in your oral directions to the students.

1. Only one word should be written for each blank.

2. Students should try to fill in every blank on the mimeographed sheet; therefore, guesses are encouraged.

3. Incorrect spellings are not counted as errors; however, each supplied word should be recognizable.

4. A cloze test is not a timed test.

c. Scoring the Cloze Test

In order to determine each student's raw score on the cloze test, count as correct only those words that are exact matches of the deleted words. Synonyms are not counted as correct. The only exception to this rule occurs when it is obvious that the student misspelled the correct word. Since your goal is to determine how well he can

read the text material and not to test his spelling ability, the student should not be penalized for his misspellings. Inappropirate word endings (s, ed, er, ing) should be counted as incorrect. This usually indicates that the student is not aware of the complete meaning of the passage. The raw score for each student will be the number of exact word replacements.

In order to establish the criterion for the three reading levels--independent, instructional and frustration--two simple calculations are necessary. First, to establish the lower limit raw score for the instructional level, multiply the number of words you deleted in your passage by 40%. Next obtain the upper limit raw score for the instructional level by multiplying the number of deleted words by 60%.

EXAMPLE:

1. Total words in passage 300

2. Number of words deleted 50

3. 40% or .40

   x 50
   20.00 (Lower limit raw score for instructional level)

4. 60% or .60

   x 50
   30.00 (Upper limit raw score for instructional level)

After obtaining these lower and upper limits, place each student in the appropriate category based upon the raw scores. Using the example noted above, the following raw score categories could be established:

Raw score $\leq$ 19 = Frustration Level

Raw score = 20 through 30 = Instructional Level

Raw score $\geq$ 31 = Independent Level.

Note: Experience has proven that it is wise to vary the number of words between deletions. The number selected should depend on the age and ability level of the students. A suggested variation is the following:

5 words per deletion - college level
6 words per deletion - grade 11-12
7 words per deletion - grade 10-9
8-9 words per deletion - grade 8-7
10 words per deletion - remedial high school and developmental grades 4-6.

Women's Basketball

CLOZE TEXT FOR ABILITY TO USE TEXTBOOK

As the ball is brought into a shooting position raise the hand that corresponds with the advanced foot. Move the hand between ___her___ eyes and the basket. ___Continue___ to keep the knees ___bent___ and the weight low. ___Do___ not jump, lunge, lean, ___or___ try to steal the ___ball___. If your opponent has ___not___ dribbled, leave enough distance ___between___ you and the offensive ___player___ to prevent the drive. ___As___ a rule maintain a ___distance___ of at least an ___arm's___ length from the opponent. ___React___ to all fakes with ___a___ quick step backward. Another ___measure___ to help prevent the ___drive___ is to adjust a ___half___ body position to the ___opponents___ strong side. For example, ___if___ she can only drive ___effectively___ to her right, overplay ___her___ in that direction one ___half___ of a body w'th ___in___ relation to her feet.

___The___ primary responsibility of the ___defensive___ player is to maintain ___proper___ position between the opponent ___and___ the basket-it is ___not___ to try to steal ___the___ ball. As the offensive ___player___ starts to dribble attempt ___to___ maintain an advanced or ___fronting___ position in the direction ___of___ the dribble. One half-step ___to___ one step ahead of ___the___ player, or an arm's ___length___, is the proper distance. ___If___ the defensive player follows ___the___ offensive player in a ___fronting___ position, she must either ___foul___ or allow the drive ___as___ the dribbler approaches the basket.

When trying to deflect the ball away from the dribbler use the hand corresponding with the advanced foot and flick upward from the floor aiming at the bottom of the ball as it rebounds from the floor. Two of the most common mistakes when defending the dribbler are: (1) trying to steal the ball, and (2) losing a "fronting" position and extending the arm, knee-or both-in trying to compensate for the mistake.

Stutts, Ann. Women's Basketball. Pacific Palisades, California: Goodyear Publishing Company, Inc., 1973.

FRUSTRATION READING LEVEL (below 40%)

INSTRUCTIONAL READING LEVEL (between 40-60%)

INDEPENDENT READING LEVEL (above 60%)

B. Parrish
RDG 467
ASU/1980

PERFORMANCE AREA INVENTORY (PAI)

A PERFORMANCE AREA INVENTORY is similar to a unit pre-test of content knowledge but with a few very important differences. It focuses primarily on the process that will be needed to master the unit, or in other words, the knowledge and skills that will be needed to master the content. There are two parts of a PAI, Part A deals specifically with the cognitive factors involved in the unit. Part B deals solely with the pschomotor factor (skills) involved in the unit. If these factors are assessed prior to the teaching (or better yet, planning) of a unit, then the teacher can develop activities which are 1) appropriate to the current level of knowledge and skills of the students, or 2) appropriate for setting the stage and building on this knowledge to extend the learning to new areas, or 3) individually prescribed to help the student who reveals weaknesses or deficiencies in essential areas.

To be practical, the PAI shouldn't be much longer than 30 questions in Part A and one or two very appropriate tasks for Part B.

DEVELOPING THE QUESTIONS

PART A. This part assesses the cognitive or knowledge base the student is bringing to the unit. It answers the question "How much does he already know about the unit?" This would include knowledge of the following areas:

1. VOCABULARY - (7-15 questions) Each content area has its own language. The vocabulary, or terminology, is very important to understanding the procedures and concepts. Vocabulary questions must include the entire sentence thus providing the context, and perhaps even context clues, for the student.

   In some content areas, symbols are also considered vocabulary terms, such as musical notations in music and referee signals in physical education. In beginning Foreign Language isolated words of common usage should be used.

2. FOLLOWING DIRECTIONS (3 - 4 questions) This skill is essential in every performance area. Questions should deal with procedures and task from the upcoming unit only.

3. SEQUENCE OF STEPS (3 - 4 questions) In order to follow directions and perform selected tasks, the students must be able to listen or read for a sequence of steps. Find out what they already know by asking them to list the steps necessary to perform a sight-reading, throw a pot, or start a basketball game.

4. VARIATIONS (2 - 3 questions if appropriate) Develop questions only if this knowledge is necessary or important to the unit.

5. MATERIALS REQUIRED (3 - 4 questions) Every unit has material that is particular to it. Ask a few questions to ascertain if the students already know what these materials are and how and when to use them.

6. KNOWLEDGE OF THE RULES, REGULATIONS, AND PROCEDURES (4 - 5 questions) Do not use multiple choice or true-false questions, the guessing factor is too large. Short answer questions are the best to ascertain if the students really know the answer. Rules and regulations pertain to physical education, procedure questions pertain to music, art, and possibly home economics and industrial arts.

PART B This part assesses the pschomotor or skill performance base the student is bringing to the unit. It answers the question "How well can they do it now?" This would include 1) determining a task to be performed individually by the students, 2) devising a rating procedure to score their performance. (in terms of beginner/intermediate/advanced or poor/average/good/excellent, etc.) 3) scoring their individual performances, 4) recording their competency level on a class summary form or recap sheet.

ACTIVITY SELECTION

The task(s) selected should be simple exercises, drills, or activities to determine the students' present skill level and to show if the student knows and/or can demonstrate basic principles of the activity. Such as - mixing primary colors to create new colors/shades; sketching to demonstrate principles of perspective, proportions, etc.; drills in throwing, dribbling, shooting, passing, etc, in basketball. Provide as many directions (orally or in writing) as you feel are needed. Remember that this is important.

RATING PROCEDURE

Devise a procedure for rating the quality or competency level of each student. Some teachers prefer to use percentages with 100% as being the best possible performance. Others prefer to categorize by competency level of beginner, intermediate, or advanced. Thus knowing what level of mastery has already been attained by the student others prefer a quality rating of poor, average, good and excellent. Choose whichever rating procedure gives you the information you want and can use for instructional decisions.

SCORING THE INVENTORY

After devising a rating procedure, use this to rate, or score, the performance level (a competency level) of each student as they attempt the selected task. This will probably be done individually, but can be done in small groups.

RECORDING THE DATA

Develop a Class Summary Form like the following page to record the scores of each student. This is valuable in order to review both the cognitive and pschomotor levels of individuals, as well as the entire class. Enter the skills you've chosen across the top. Enter the students' name on the left going down the page. Place a checkmark for questions missed, or incorrect, in the boxes in Part A. Enter the results of your rating for Part B. (The example used percentages.)

READING THE RESULTS

When completed, the Class Summary Form summarizes the cognitive and pschomotor skill level of each student and the class as a whole. If you read across, you discover the strengths (absence of a checkmark) and weaknesses (checkmarked) of each individual. If read vertically you can discover common areas of weakness of the entire class.

By developing, administering, scoring, and recording the results of a Performance Area Inventory you can obtain valuable information about your students in the first days of a new unit. It can save you time and misplaced effort.

Now.....How will you use the information gained?

SAMPLE OF A P. A. I. CLASS SUMMARY FORM

Student names	Understanding Vocabulary					Following Directions					Sequence of Steps					Materials Required					Rules + Regulations + Procedures					Performance in Drills Rated by o/o's				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Ken Trout
Latisha Foster
Mary Howard
Cliff Schellhorn

BASKETBALL PERFORMANCE AREA ACTIVITY INVENTORY

A. Understanding Vocabulary

Define the following:

1. In basketball, what does a player do to be charged with a turnover? _____

2. Don Buse leads the Phoenix Suns in steals. How does he get a steal? _____

3. What happens to a player who has fouled out of a game?

_____

4. What happens when a player is shooting a freethrow?

_____

5. An overtime period is played when? _____

_____

6. How does a player score a three point play (not NBA)?

_____

7. When a player dribbles the basketball what is he doing?

_____

8. How does a zone defense differ from a man to man?

_____

B. Following Directions

1. What motion does a player make to call a time out?

_____

2. What does an official do to call the time out? _____

_____

3. What motion does the official make to call a technical foul? _____

C. Sequence of steps

1. How many quarters are in a high school basketball game?

_____

2. How is it determined who gets the ball at the start of each quarter?_____

3. Who gets the ball after a technical foul is shot?

_____

4. What is done if the score is tied at the end of the game?_____

D. Variations

1. What are the differences (if any) between Men's and Women's basketball?_____

_____

2. What is the difference in playing time between high school and college basketball?_____

_____

E. Materials Required

1. What two things do you need to play basketball?_____

_____

2. What type of special equipment (if any) do basketball players wear?_____

3. What type of basketball should be used outdoors?____

_____

Indoors?_____

F. Rules/Regulations/Standard Procedures

1. How many minutes are there in one quarter of high school basketball?_____

2. How many personal fouls disqualify a player from the game?_____

3. How many team fouls allow the opponent to shoot a 1 and 1 ?_____

4. How many time outs does a team get per game?_____

_____

5. Why does a team only have 10 seconds to get the ball past half court?_____

6. How does a player enter the game? (substitution)____

_____

7. What are the basic 5 positions in a basketball game?

_____

G. Performance Level Activity

1. Footwork

a) Have the student stand with both feet on the baseline, on the whistle have them start running, on second whistle have them stop.

Emphasis on:

1. Not drop stepping
2. Coming to a controlled hop stop (not traveling)

2. Dribbling

a) Bounce the ball 10 times with first the right, then the left hand.

b) Dribble the ball with the right hand from one baseline to the other. Repeat using the left hand.

3. Combine dribbling and footwork and introduce pivots

a) The students, each with a ball, stand with both feet on the baseline. On the whistle he steps forward and begins to dribble the ball while running down the floor. On the second whistle

they come to a stop without traveling, on the third whistle they perform a pivot. (Front or back, left or right foot)

4. Passing

a) Have the students pair up and face each other 12-15 feet apart.

b) On the whistle have partner (A) pass the ball to his/her partner (B).

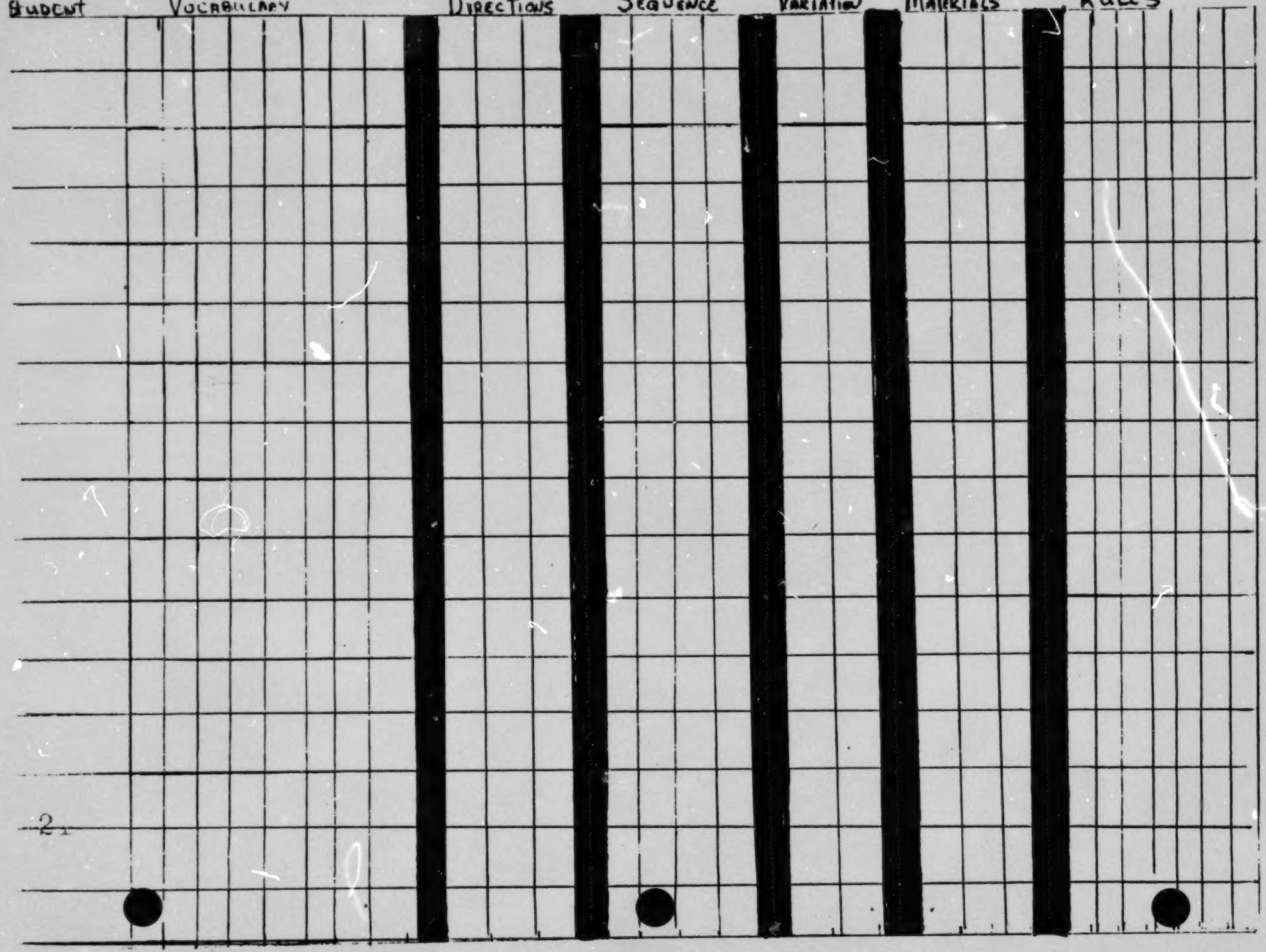
c) The basic passes are:

1. Two hand chest pass
2. Two hand bounce pass
3. Two hand overhead pass
4. The baseball pass

d) The teacher may use any drills incoporating passing and moving, or using dribbling and footwork with passing.

5. Shooting

a) Line up the class in two lines, one line is the shooting line the other is the rebounding line. Those in the shooting line dribble to within 10-12 feet of the basket and shoot a jump shot. The rebounders get the ball and pass it to the next student in the shooting line.


STUDENT
VOCABULARY
DIRECTIONS
SEQUENCE
VARIATION
MATERIALS
RULES
2

Performance Level

Student		1	2a	b	3	4b	4d	5	Comments
	Good								
	AVG								
	Poor								
	Good								
	AVG								
	Poor								
	Good								
	AVG								
	Poor								
	Good								
	AVG								
	Poor								
	Good								
	AVG								
	Poor								
	Good								
	AVG								
	Poor								

SELECTION OF APPROPRIATE INSTRUCTION MATERIALS

When choosing a textbook or magazine article for your P.E. class you should determine its readability so that you know that it is appropriate for the grade level and reading ability of your students. After the reading ability level of your students are ascertained (by using the Cloze or obtaining standardized test scores), this should be kept in mind when selecting materials. Ideally the two should match in difficulty level.

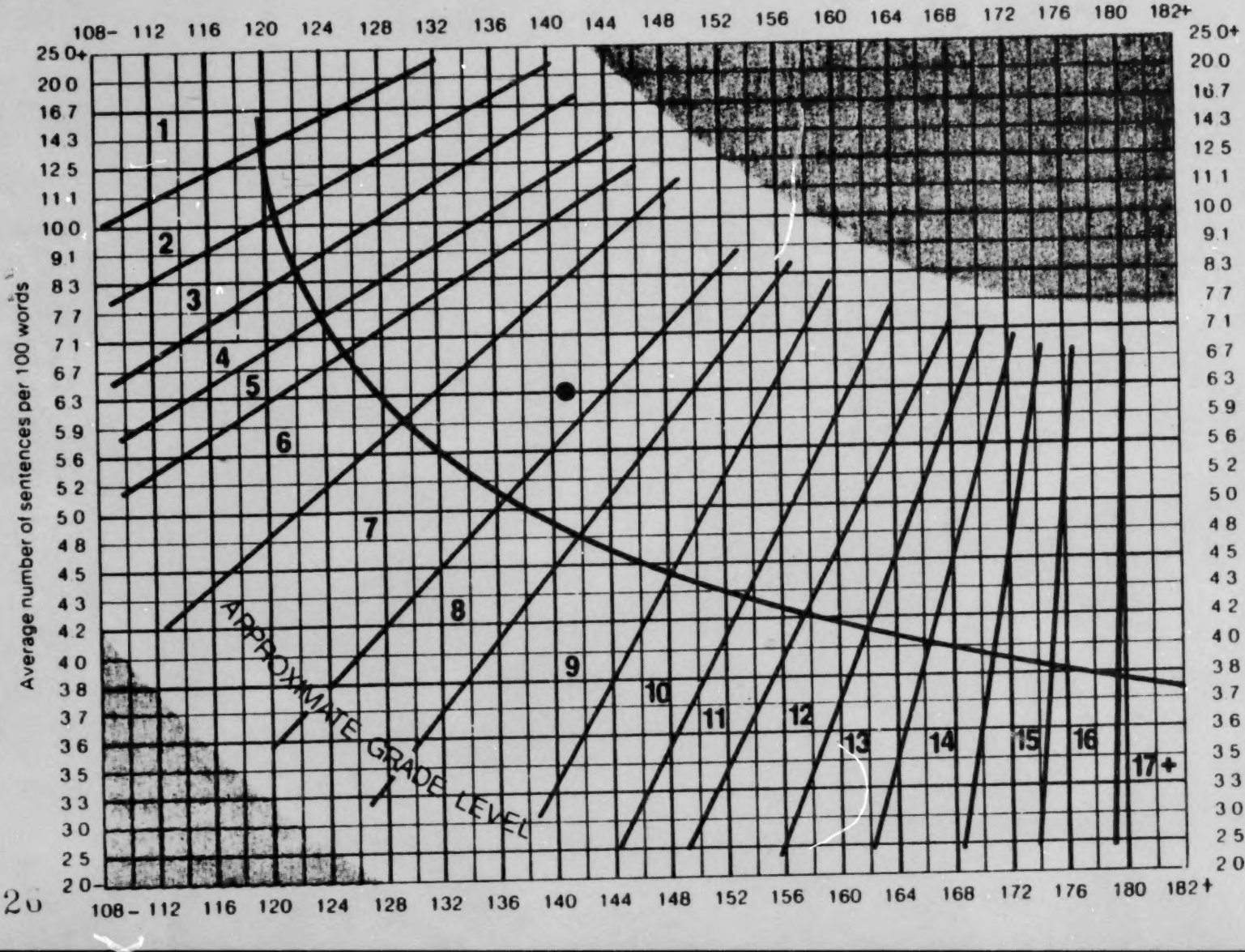
In P.E. only a few textbooks, if any, are used. However, newspaper articles and magazines articles may be used. Handouts developed by the P.E. instructor are used the most in the way of instructional materials. Even these handouts should be evaluated in terms of readability and should match the ability level of the students. The Fry Readability formula is the best one to use because of its ease and speed and reliability.

Since many P.E. programs use informational books and pamphlets, we've included a list of criteria for selecting informational books in this chapter. It will help the teacher evaluate and select materials.

Figure 2

GRAPH FOR ESTIMATING READABILITY – EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904



S:1

Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe, IRA, 1945,* and *&* are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and *&* is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

FRY: ... ***Readability Graph***

K. Butchko
ASU/1979

PREPARING MATERIALS AT THE CORRECT READING LEVEL

As a teacher, you should be aware of and be able to control the readability of the materials you write for class, or use as supplemental material. You don't want to "write over their heads," because this causes frustration. On the otherhand, you don't want to "write down to them," as this insults their reading capability.

WAYS TO ALTER MATERIALS YOU WISH TO USE:

(easiest way) 1. change sentence length (This reduces the number of complex ideas per sentence to comprehend.)

2. use shorter, easier synonyms for difficult vocabulary.

STEPS FOR ALTERING MATERIALS YOU WISH TO USE:

1. Look at the Fry chart. Figure out the number of sentences and number of syllables you could have and still be at the desired reading level (grade level).
2. Rewrite the material into shorter sentences, aiming for the "ideal" number for the grade level you desire. Change vocabulary words, as you can.
3. Check the material you have written. After moderate practice, you will "get the feel" of the level you desire and will not need to check it.

- -

WRITING YOUR OWN MATERIALS (worksheets, study sheets, summaries, directions. test questions, etc.)

1. Write as if you were talking to your students.
2. Check what you have written against the Fry Chart. (You will soon develop a sense of reading difficulty)
3. Alter, if necessary, by using shorter sentences and shorter, easier vocabulary words.

PRACTICE:
1. Write some directions or test questions in your content area (as you would talk) - about 100 words.
2. Figure the readability of what you have written.
3. Adjust, if necessary, to the grade level you teach - or the reading level of the majority of students in your class.
4. Alter the above to 3 grade levels below the present grade level.

YOU HAVE DEVELOPED NEW SKILLS WHICH WILL ENABLE YOUR STUDENTS TO LEARN MORE IN YOUR CONTENT AREA. IF YOU USE THE SUGGESTIONS FOR FIGURING READING DIFFICULTY AND WRITING MATERIALS SEVERAL TIMES, THEY WILL BECOME AUTOMATIC. IF NOT, CHANCES ARE YOUR STUDENTS WILL CONTINUE TO BE FRUSTRATED BY THE WRITTEN MATERIALS IN YOUR AREA. THE DECISION IS YOURS!

INFORMATIONAL BOOK EVALUATION FORM

Evaluator _____ Date _____

Title: _____ Author(s): _____

Publisher: _____ Copyright date: _____

Subject Area: _____ Grade: _____

Readability Level: _____ Formula Used: _____

Reading Helps

Please check appropriate column:	Excel	Good	Fair	Poor	Not Incl
1. Interest of discussion					
2. Clarity of discussion					
3. Truth of subject matter					
4. Essentials included					
5. Organization of material					
6. Balance of presentation					
7. Readability Level					
8. Preface, Introduction					
9. Table of Contents					
10. Credibility of Author					
11. Index					
12. Format:					
a. Illustrations					
b. Maps					
c. Diagrams					
d. Photographs					
13. Attractiveness					
14. Price					
15. Binding					
16. Quality of writing					
17. Students' reactions					

Adapted from Reading Teacher, Vol. 31, No. 6, March, 1978, pp. 706-7.

SUPPLEMENTAL MATERIAL FOR PHYSICAL EDUCATION UNITS

Many P.E. teachers restrict their teaching strategies to demonstrations and performance activities with a movie or filmstrip used occasionally. More variety in their instruction and their instructional materials is really needed to establish and maintain student (and perhaps more importantly, teacher's) interest. There are a wide variety of instructional materials available in physical education. The ideal would be for each teacher to prepare a list of supplemental materials available for each sports unit. Below is a list of many possibilities:

pamphlets and/or booklets
bulletin board ideas and sources
posters
cartoons
photos
diagrams, charts, graphs
newspaper and magazine articles or sources
filmstrips and film-loops
slides
educational films
guest speaker (include contact, address, phone number, etc.)
exhibits and models
television use, video-tapes
programmed materials
records, tapes
demonstrations
written handouts (include rules, safety requirements, strategies, history, terminology, etc.)
recreational reading (books for locker-room library on this unit)
Sources for titles:

Fader, Daniel, et al. The New Hooked on Books. New York: Berkley Medallion Books, 1976.

Nygard, Gary. "Sport in Contempory Literature," Journal of Physical Education and Recreation, 47: November/December, 1976, pp. 20-23.

Miller, Arthur and D. Massey. A Dynamic Concept of Physical Education for Secondary Schools. New Jersey: Prentice-Hall, Inc., 1963, Appendix B

Patlak, Sandy. "Sandy's 99 Sports Books for Reluctant Readers," Fusing Reading Skills and Content. Delaware: International Reading Association, 1969.

A sample supplemental materials list for football follows.

TECHNIQUES TO IMPROVE VOCABULARY

Each sports unit in the physical education curriculum has its own specialized and technical vocabulary. It is the responsibility of the P.E. teacher to teach these vocabulary words. A variety of vocabulary strategies need to be utilized to introduce, provide meaningful repetition, and to reinforce the terminology. The following activities and practices are meant to do this.

One vocabulary technique appropriate for P.E. is using or sharing the WORD HISTORY of a team used for a particular sport. This history gives the class some unusual information and background about the word. And because of its pecularity, they remember the word and its meaning. More histories are available in the interesting article "The Linguistics of Physical Education" listed in the bibliography.

WORD HISTORIES IN PHYSICAL EDUCATION

BASKETBALL

Amateur - In all of our games and sports, ancient and modern, we have the amateur. You may remember in your introduction to Latin that you had to conjugate the word "Love" as amo, amas, amat. This Latin verb eventually gave us our word amateur, for the amateur is a "lover" of sports who plays for the fun of it and not for the money.

Arena - In the ancient countries of Greece and Rome the games and contests were often conducted in a arena and their sports could be cruel. The word arena can remind us of the pleasant Roman custom of spreading the den of lions with harena, or "sand" to soak up the blood of the victims. This term harena came to be applied to the amphitheater itself, which was usually sanded. Later the word entered our language minus the initial h as arena.

Game - In its early sense the word game had wide connotations and embraced almost anything in the way of amusement, for the Old English term gamen, the forerunner of our word game, meant "fun." But now the sporting word game usually implies a contest, with a trophy, perhaps, and the winning of a score at the end.

Score - If the score of a game had had to be recorded at the dawn of English history, it would have been done by making notches on a stick, inasmuch as the word scoru, borrowed from Old Norse skor, meant "notch." Our western badmen followed the same fashion when they would "notch" their guns to keep the score of their killings and we still "score" things when we mark them with outs, incised lines, or grooves.
From the very beginning the word score also meant the number 20, presumably from the custom of counting the flocks by 20's and making a gash in a piece of wood for each 20. Here we have the base of our Biblical phrase, "three score and ten." The use of the term score as a record of the winning points in games is relatively recent and was popularized by Edmund Hoyle, the English writer on games.

Basketball - This most popular of all American indoor games was invented in 1891 by James Naismith, a student at the Springfield, Mass., Y.M.C.A., to fill the need for an active game to bridge the period between fall sports and those of the following spring. It is played on a specially marked court between two opposing teams that endeavour to score the larger number of goals by tossing the ball through the opponents' basket.

WORD HISTORIES

Words slip into the American language from all sorts of places, and they make their entries in every generation. You'll see new ones in the newspapers or hear them on TVcasts (there's a new one); some have been around for years. And there are histories for words in every subject area. They are effective as vocabulary builders.

By checking the indexes of the following sources, you can easily find word histories for some of the key concept words in your discipline. Several of the books are in the Resource Center, Farmer 406B.

Asimov, Issac. Words From History. Boston: Houghton-Mifflin Co., 1968.
Asimov, Issac. Words From the Myths. Boston: Houghton-Mifflin Co., 1961.
Asimov, Issac. Words of Science. Boston: Houghton-Mifflin Co., 1959.
Asimov, Issac. Words on the Map. Boston: Houghton-Mifflin Co., 1962.
Blumberg, Dorothy R. Whose What? New York: Holt, Rinehart and Winston, 1973.
Evans, Bergen. Dictionary of Mythology. Lincoln, Nebraska: Centennial Press, 1970.
Funk, Charles E. A Hog on Ice. New York: Paperback Library, 1973.
Funk, Wilfred J. Word Origins and Their Romantic Stories. New York: W. Funk Inc.,1951.
Garrison, Webb B. Why You Say It. New York: Abingdon Press, 1955.
Lambert, Eloise. Our Language, The Story of the Words We Use. New York: Lanthrop, Lee and Shepard Co., 1955.
Mathews, Mitford. American Words. New York: Word Publishing Co., 1959.
Morris, William and Mary. Dictionary of Word and Phrase Origins. New York: Harper and Row Co., Vol. 1, 1962; Vol. 2, 1967; Vol. 3, 1971.
Norman, Barbara. Tales of the Table. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.
O'Neill, Mary. Words, Words, Words. New York: Doubleday and Co.,1966.
Severn, Bill. People Words. New York: Washburn Ives, Inc., 1966.
Severn, Bill. Place Words. New York: Washburn Ives, Inc., 1969.
Sorel, Nancy. Word People. American Heritage, McGraw Hill, 1970.

Dr. Dorothy Piercey
Arizona State University

THE LANGUAGE OF WEIGHT TRAINING AND PHYSICAL FITNESS

	Root or Affix	Meaning	Example	Your Word
1)	a, an	without	anaerobic	
2)	ab	away from	abduction	
3)	aero	air	aerobic	
4)	ad	to,toward	adduction	
5)	ambi, amphi	both	ambidextrous	
6)	anti	against	antigen	
7)	aqua	water	aquatic	
8)	astro,aster	star	(Houston Astros)	
9)	auto	self	autonomic	
10)	baro	pressure	barometer	
11)	bene	good	benefit	
12)	bi	two,twice	bilateral	
13)	bio	life	bio-feedback	
14)	cardi	heart	cardiogram	
15)	chrono	time	chronograph	
16)	dermato	skin	epidermis	
17)	dorsi	back	dorsiflexion	
18)	epi	upon,outer	epidermice	
19)	erg	work	ergometer	
20)	ex	out,from	excrete	
21)	hemo	blood	hemoglobin	
22)	homo	same,alike	homogeneous	
23)	hydro	water	Hydro-Gym	
24)	hyper	over,excess	hyperextension	
25)	intra	within	intramurals	
26)	iso	equal	isometric	
	"	"	isotonic	
	"	"	isokinetic	
27)	itis	inflamation	tendonitis	
28)	kine	movement	kinesiology	
29)	lact	milk	lactic acid	
30)	logy	science	physiology	
31)	meter	measure	ergometer	
32)	morpho	form	morphology	
33)	mortal	death	mortality	
34)	neuro	nerve	neuron	
35)	non	not	non-athletic	
36)	ortho	straight	orthopedic	
37)	osteo	bone	osteopath	

	Root or Affix	Meaning	Example	Your Word
38)	patho	disease	pathology	
39)	pedi	foot	orthopedic	
40)	per	through	permeate	
41)	phono	sound	phonograph	
42)	photo	light	photosynthesis	
43)	physio	organic	physiology	
44)	poly	many	poly-duometric	
45)	pos,pon	place,put	position	
46)	post	after	post-test	
47)	psycho	mind	psychomotor	
48)	quad	four	quadrocept	
49)	retro	backward	retrogression	
50)	scope	view,examine	orthoscope	
51)	som (a)	body	chromosome	
52	somn	sleep	insomnia	
53)	syn	together,with	synergist	
54)	thermo	heat	thermometer	
55)	un	not	undeveloped	
56)	vita	life	vitamin	

B. Parrish
RDG 467/480 - P.E.
ASU/1979

Examples of some Multinyms in Physical Education

Volleyball

bump	foul	receive
set	line	match
serve	fault	game
net	reserve	antennas
dig	double hit	bench
spike	rotate	elbow
dive	pass	block
point	score	shag
hour glass rotation		
snake rotation		

Football

line	field goal	center
guard	down	red dog
tackle	mouthpiece	blitz
goal	pods	end
pass	face mask	backs
running	points	field
clipping	safety	stacked
hole	sacked	bench
pig skin		

Golf

birdie	driver	swing
eagle	drive	cart
tee	marker	spikes
ball	trap	course
green	rough	loft
stroke	beach	shag
club	slice	par
bunker	hook	hazzard
wedge	fade	handicap
iron	draw	fringe
wood	grip	pin

Gymnastics

spot	bounce	routine	fly-away	extend
back		double	squat	stratch
beam	mat	tight	front	
bars	tuck	point		compulsory
vault	chalk	bond		optional
floor	twist	flox	lift	move
horse	catch	balance	rotate	trick
rings	lay-out	roll	wrap	cross

One word may have many meanings and physical education teachers need to be aware of this. One cannot take for granted that students understand the specialized meaning of a word in physical education class.

TALK THROUGH

The process of Talk Through incorporates several factors that contribute to student success in vocabulary development:

1. Talk Through has its feet in the psychological principle of paired association, the process of connecting new ideas with old. The technique of paired association is used as a cornerstone for commercial memory courses and training in salesmanship. Pairing is a respected memory device.
2. Talk Through minimizes teacher input and increases student responses. Engaging the class in Talk Through, the teacher uses a particular type of question to try to elicit the meaning from individuals (student discovery) instead of imposing the meaning on them (teacher input).
3. Talk Through builds on students' strengths to shore up weaknesses. For instance, when the unknown word is related to something students already know, something in their everyday, ongoing lives, almost all students can give successful responses. The example demonstrates that all students will be able to speak out, even those who usually don't for fear of giving an incorrect answer. Students will remember the unknown word because they will remember their own participation and their classmates' contributions.

Prior to Talk Through the teacher identifies those *key concept* words that are apt to give students trouble. They may be new or once-learned words that have been forgotten, or slippery words, those that mean one thing in industrial arts but something different in the social sciences or theatre.

Examples of some talk through methods of baseball

HANDCUFF: The batter hit the ball so hard that it handcuffed the third baseman.

TEACHER: What can you tell me about the ball hit?

STUDENT: It traveled fast.

TEACHER: What do police officers use handcuffs for?

STUDENT: To keep persons from using their hands.

TEACHER: What do you think the word handcuff in baseball means?

STUDENT: A hard hit ball that the fielders can not field cleanly because he does not have time to move his hands.

SPRAY HITTER: John sprayed the field with his hits.

TEACHER: How do some people water their lawns?

STUDENT: By spraying with a spray nozzle.

TEACHER: How does the water come out?

STUDENT: Usually soft.

TEACHER: Is it streamlined?

STUDENT: No, it usually goes all over the place.

TEACHER: Does any one have an idea what a spray hitter might do?

STUDENT: A batter who can hit pitches to all parts of the field but with little power.

Talk-Through Vocabulary Method

"ACE:" The tournament winner won the match due to his fine service aces.

TEACHER: What did the tourney winner use to help him win?

STUDENT: His service aces.

TEACHER: What does an ace in cards usually mean?

STUDENT: An ace is a very lucky card to draw, in many games it will automatically win the game.

TEACHER: What could a service ace mean then?

STUDENT: An automatic point to the server.

"VOLLEY" The two opponents visciously volleyed at the net until the point ended.

TEACHER - Have you heard the word "volley" used in other sports?

STUDENT - Yes - in volleyball.

TEACHER - The volleyball - what is the general object of the game?

STUDENT - To keep the ball in play without letting the ball touch off your side of the court.

TEACHER - In volleying at the net - would the ball travel slowly and bounce 1st or would it be a fast exchange without hitting the ground?

STUDENT - Fast and won't hit the ground.

"RALLY" Chris Evert is known for her long rallies at the baseline.

TEACHER: Where have you heard the word rally before?

STUDENT: In baseball, when the players keep hitting and scoring, and no pitcher can seem to stop the team.

TEACHER: Then a rally would be advantageous to a team?

STUDENT: Yes.

TEACHER: What could the word "rally at the baseline" mean?

STUDENT: That Chris Evert just keeps hitting and hitting at the baseline, and she probably is a winner.

B. Parrish
ASU/1977

STRUCTURED OVERVIEW: A method of presenting vocabulary terms in a reference to the reading material or understandings of an unit.

HOW??????

STEP 1. Complete steps 1 and 2 of the Task Analysis procedure.

STEP 2. Arrange the vocabulary into a schema that shows the interrelationships among the concepts.

STEP 3. Add to the schema vocabulary concepts which will more clearly depict these interrelationships.

STEP 4. Evaluate the overview. Is it clear? Can it be simplified without loss of meaning?

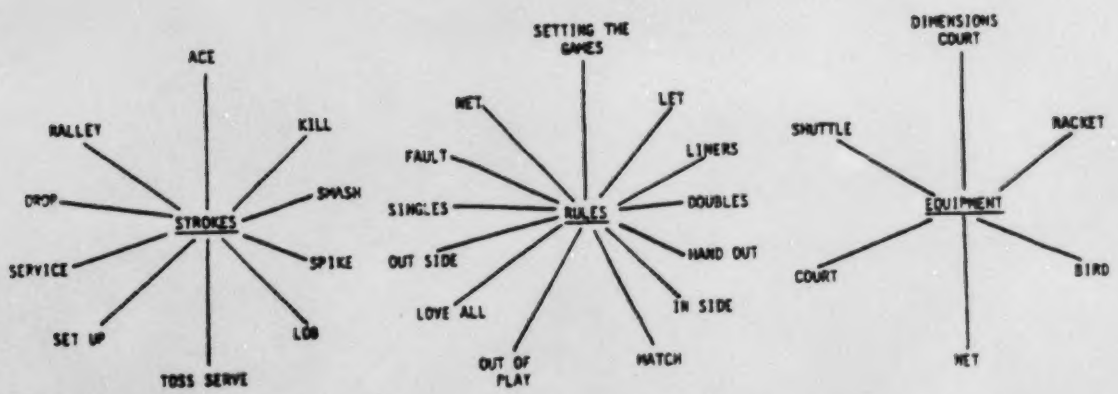
STEP 5. When introducing the overview, display the schema and briefly explain why it is arranged as it is (or let the kids try it). Encourage student input.

STEP 6. Continue use of the overview for the duration of the unit, relating new concepts and vocabulary as the need arises.

BE AS CREATIVE AND VERSATILE AS POSSIBLE when developing the schema. Throughout the semester use different designs, flow diagrams, pictures, outlines, and materials (transparencies, mobiles, bulletin boards, charts, posters, labels, etc.) and all sorts of attention-getting techniques.

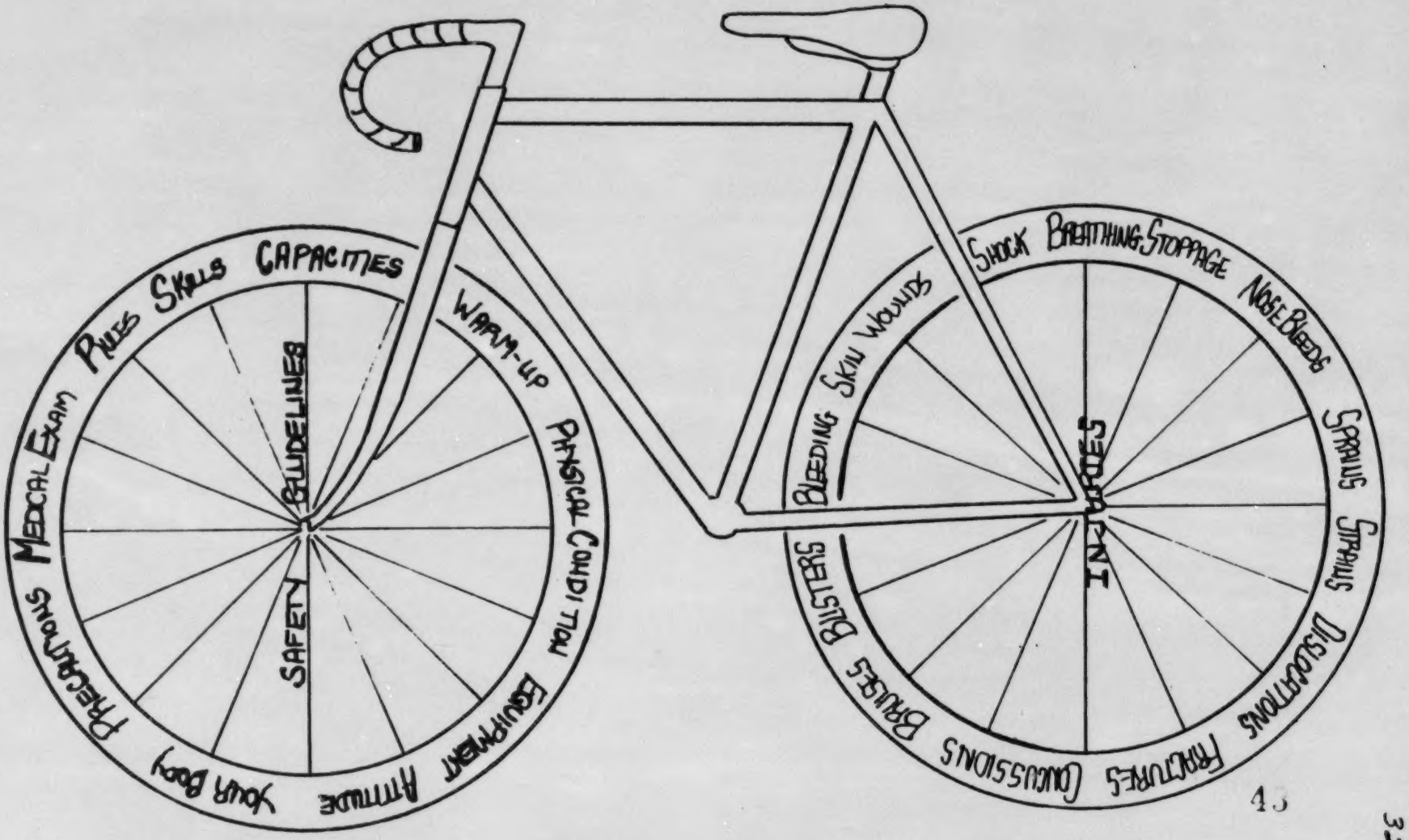
THREE EXAMPLES FOLLOW:

BADMINTON



BASKETBALL
DEFENSE
OFFENSE
TEAM STRATEGY
INDIVIDUAL SKILLS
RULES
Man-to-Man
Zone
Press
Rebound
Steal ball
Blocking shots
Blocking
Pushing
Charging
Traveling
Over-and-back
Double Dribbl
Palming
Screen
Dribble
Pivot
Lay-up
Set shot
Drive
Fake
Jump shot
Chest pass
Bounce pass
This structured overview categorizes all of the skills and rules into offensive or defensive areas. This chart would be helpful to a beginner who has little idea of what "offense" and "defense" actually mean.

Constructed by Debbie May, Spring, 1980.



CONTEXT CLUES IN THE CONTENT AREAS

PHYSICAL EDUCATION

1. Definition Clue

Success in modern soccer depends on teamwork, and the essence of teamwork is the pass, the transfer of the ball from one player to another. (2:32) (soccer)

2. Synonym Clue

When you trap the ball, you "kill" it—stop it—and get it in position to dribble, pass, or shoot. (2:37) (soccer)

3. Familiar Expression Clue

Heading the ball means just what the name suggests—using your head! (soccer)

4. Experience Clue

A defensive player should be shifty, like a boxer. (basketball) (1:86)

5. Comparison/Contrast Clue

Don't crook the bowling arm, but let it hang straight. (bowling) (1:99)

6. Summary Clue

The rules of soccer state that the ball must have a circumference of not less than 27 inches, nor more than 28 inches. And the ball's weight cannot be less than 14 ounces, nor more than 16 ounces. The outside casing, the rules state, 'shall be of leather or other approved materials.' Manufacturers have no problem meeting these specifications; almost any soccer ball you buy will be of an 'official' nature. (2:15) (soccer)

7. Word History Clue

To distinguish between two forms of football then being played, they designated one as 'rugby' and the other one as 'association.' The word was abbreviated to become 'assoc' and, ultimately, became 'soccer'... (soccer) (2:116)

8. Inference Clue

Should the game be temporarily halted, play is restarted by having the referee drop the ball on the spot where it was when play ended. The ball is deemed in play when it touches the ground. (soccer) (2:78)

Sources
Keith, Harold. Sports and Games. New York: Thomas Y. Crowell Co., 1941
Kirby, George with George Sullivan. Soccer. Chicago: Follett Pub. Co.,1971

B. Parrish
P.E. Rdg 467/480 section
Fall 1981

3"

HOW TO EFFECTIVELY USE VOCABULARY GAMES

Carl Willgoose (1979) wrote, "Games are to physical education what reading, writing and arithmetic are to an academic education." Their contribution to social, physical and recreational objectives make them very significant to the school program.

In the secondary school team sports are played for skill development and fitness. They are also meant to develop in students the ability to get along with others and to encourage desirable standards of conduct.

Victor Dauer and Robert Pangrazi (1979) listed the following objectives of game-type activities:

1. To provide vigorous large-muscle activity with developmental potential.
2. To serve as a laboratory for selected skills.
3. To develop the ability to run, maneuver, dodge, start, stop, and, in general, manage the body under control when sharing general space with others.
4. To learn to manage and control oneself under stress.
5. To improve listening skills.
6. To be able to understand and follow rules and directions.
7. To foster alertness in reaching strategically to the game situation.
8. To understand oneself and others better.
9. To provide outlets for dramatization and imagination.

Of these, objectives three through nine are also met by using vocabulary games to reinforce sports terminology.

Instructional games whether they are spelling bees, word bingo, math puzzles, simulation games, role-playing, or problem solving have increased in usage. Greer, Schwartsbert and Laycock (1978) offer four reasons for this popularity:

1. Games are naturally motivating.
2. Games reinforce learning.
3. Games facilitate the individualization of instruction.
4. Games foster affective and social development.

The specific use of games to reinforce the vocabulary of a unit of study in almost every discipline has increased. The reasons stated above along with the teacher's need for versatility and a wide variety of teaching methods to ensure student enthusiasm and interest (not to mention their own!) have contributed to the development of many and varied vocabulary games throughout the curriculum.

Each sports unit has its particular (if not peculiar) jargon and terms that need to be understood and used by the students during the playing of the sport. Knowing the meanings of the vocabulary terms is also a crucial part of the cognitive knowledge and background of each sport. It is often necessary to pass a written examination on a sport. Most hand-outs written for a sport unit include the sport's history, equipment used, rules, procedures, strategies, and a list of vocabulary terms. After introducing a new unit and talking about the terms, many P.E. teacher's don't work with the vocabulary again until the students see it on a test.

Words, just like the physical-motor skills, must be repeated over and over again for mastery. So, as in physical education the challenge is--"How to present these words differently throughout a unit of study (or sports unit) to reinforce (repeat) their learning?"

In teaching any sport unit the vocabulary is one of the first areas covered. The use of vocabulary games certainly makes this learning experience more interesting and possibly more challenging for the students. Vocabulary games offer variety in teaching style because there are so many game formats and techniques to choose from.

Game Utilization

Vocabulary games can be used in many ways:

1. As a review activity of vocabulary before a test.
2. When a student desires or needs an extra-credit assignment that can be done individually.
3. When a student needs a make-up assignment because of illness or absence that can be done at home or traveling.
4. When a student needs a substitute assignment because of an inability to participate in the physical activity with the class.
5. When a problem reader or a poor student needs a substitution assignment because they cannot do the regular assignment.
6. When students are given "free choice" activity options.
7. As an option on a sports contract.
8. On those "raining" days when outdoor physical performance is impossible or undesirable.
9. On those "short schedule" days when the time allotted makes dressing out impractical.
10. On those "library" days when the gym is being repaired or readied for a big dance or event.
11. On any day when you are forced to prepare an effective lesson plan on short-notice.

Instructional Variations

The vocabulary games can be conducted in a variety of ways with a class to change the competitive element.

Individually	Each student gets a copy of the game, and the first one through with a 100% accuracy wins. The teacher or a student assistant does the scoring.
Paired	Student teams of pairs work on a game together. This is especially appropriate for poor readers, younger pupils and adapted P.E. classes.
Groups	1. Divide the class into four or five teams, who work together on the same game. First team with 100% accuracy wins. 2. Divide class into four teams who work on different games. Four games are presented in this book for each sport. If time permits, switch games when teams finish one. Add all the correct answers, and the team with the most correct answers at the end of the period wins.

Entire Class	Put the game on a transparency and use an overhead projector. Divide the class into teams. Ask each team the answer to a question. If they answer it correctly, give them a point and write the answer on the transparency with a pen. If they are wrong, go on to the next team, give them two points for the correct answer. Complete the entire game in this manner. The team with the most points wins. (This format is especially good for crossword puzzles and for days when you didn't have the time to duplicate one game per student.)

Cautions

A word of warning should be expressed here. The games are meant to reinforce the vocabulary of a sports unit, not test it. The benefits of instructional gaming are lost if you yield to the temptation of using the games as tests. Linda Jones (1971) believes

> By means of these games and games-types activities, reading and enjoyment become associated with a concomitant increase in reading ability and interest in reading.

This same thing happens to the learning and interest in vocabulary of a subject. I believe this side-effect, this bonus in fact, would be lost if a teacher uses these games as tests or as assignments to be graded and recorded in the grade book. They then become threatening to the student instead of an enjoyable, non-threatening learning experience.

E. Benton (1977) states the following regarding games in physical education:

> .... games are not the lesson content; they are the learning medium. Thus the only educationally sound reason for including games in the school curriculum is to allow for the children to interact functionally with relevant subject matter.

The same is true for the use of vocabulary games. The major objective is to reinforce the definition of the terms. The subjectives are for the social and effective development as stated on page one. And lastly, comes the advantages of their use of "rainy," "short" and "library" days. The game itself is the learning medium, the method used to help teach the meaning of the necessary and important words. The means (the game) should never become more significant than the ends (learning the words).

Because of this, these vocabulary activities need a brief lesson plan to go around them. Whether they are used individually, in pairs, or teams, be sure to plan the following:

Teacher Behavior	Desired Student Behavior
1. Motivation	1. Enjoys games
2. Stated behavior	2. Recognizes need for vocabulary
3. Introduction of game	3. Understands easily
4. Initiate game play	4. Participates with knowledge
5. Evaluation	5. Enjoyed and learned from the experience

Guidelines

The Guidelines for using Vocabulary Activity Games are the following:

1. The game should reinforce vocabulary words already introduced at the beginning of the sports unit (preferably verbally and on a handout).
2. Know the game procedures and the answers before attempting to use it in the classroom. Make your decisions regarding format and rules.
3. The purpose of the game should be clear to the class. Answer questions to: How do you win? Do incorrect answers count against you?
4. Directions must be simple, clear, and precise. Since directions will probably be given verbally, make them brief and easy.
5. Just to make certain, ask for questions about the directions and procedures, before starting the game.
6. Show a lot of enthusiasm and interest for the game and yes, for the words too! Teacher enthusiasm is very important.
7. Establish the scoring rules and rules for conduct and arswering. Enforce them impartially and always follow them. Never make exceptions.
8. Participate yourself in the games occasionally and let a student be the judge.
9. Insist on respect for each student and decisions by the judges. This teaches good sportsmanship.
10. Do not overemphasize the competition element by paying too much attention to the necessity of winning. Stress the process of gaming and learning the vocabulary words. Even a wrong answer is a learning experience.
11. When a wrong answer is provided, always go on to either another person or team to obtain the correct answer, and then tell why the wrong answer was incorrect.
12. Try to involve as many students in the game as possible. This will eliminate boredom and behavior problems if everyone is concentrating and participating.
13. Student involvement should be maximized. Use students as judges, referees, scorekeepers, etc. The teacher's role should be minimized, if not eliminated.
14. The incentive for winning must be appropriate to the age and interests of the students. Extra-credit points, points toward the next exam, McDonald and Wendy coupons, tickets to the school dance or sporting events, all provide motivation for active participation.

If you're worried about how you should facilitate the game, Myron Chartier (1974) wrote these "Ten Commandments for Game Facilitators."

1. Thou shalt not correct the minor mistakes of players.
2. Thou shalt not offer a better strategy that a player does not perceive.
3. Thou shalt not review in minute detail the purposes, rules, and materials of the simulation game.
4. Thou shalt not correct any elaboration or alteration of the rules of the game by participants.
5. Thou shalt not keep perfect order. Gaming is fun and noisy.
6. Thou shalt not stymie any points that seem to be irrelevant to the discussion. They often are relevant, or at worst, only brief digressions.
7. Thou shalt not constrain the moderate physical movements a game may require

8. Shou shalt not answer participants' questions about the game with 'That's not in the rules!' It is impossible for the designers of a simulation game to account for all events and questions that might arise in the course of playing.
9. Thou shalt admit thy lack of knowledge about a point of the game's operation under study.
10. Thou shalt consider a simulation game as serious a form of education as less enjoyable forms.

The origin of the word game comes from the Anglo-Saxon word gamea. It means sport or fun. Physical Education is full of games, referring to both definitions of sports and fun. The instructional use of vocabulary games to reinforce the language of "sports" is a natural extension of the P.E. program, for these games are also "fun."

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VOCABULARY REINFORCEMENT AND REVIEW

PASSWORD

Rules: Class divides into two teams.
One person on each team receives one-word clues on the word.
Another person gives the clues.
The next two people in line can help with the clue words.
On each new word, players rotate positions.

Scoring: Team that scored on the last word has the option to pass or play.
The team that guesses first is going for 10 points.
From there on, with each following clue, the point value goes down by 1.

Bonus: If the clue giver can get the guesses to discover the word by using a double meaning drawn from another content area, the score is doubled.

List of Words

court
dodge
spike
serve
balance
pivot
forward
steal
ball
hoop
net
block
shoot
tumbling
lane
hit

At the end of this list, have the class make up words for another day or another class.

Grade Level: 7th through 9th
Time Needed: One class period

BASEBALL BINGO

		FREE BEE		

Baseball	Double Play	Center Field	Foul Ball	Overthrow
Base	Catcher	Strike	Force Out	Wild Pitch
Home Plate	Pitcher	Ball	Foul Tip	Batter's Box
Steal	First Baseman	Full Count	Fly Ball	Cincinnati Reds
Safe	Second Baseman	Bunt	Infield	Chicago Cubs
Out	Third Baseman	Home Run	Outfield	Oakland A's
Infield Fly	Short Stop	Double	Coach	
Babe Ruth	Left Field	Triple	Inning	
Mickey Mantel	Right Field	Fair Ball	Line Drive	

NAME THAT SPORT

D A G T F E I N T B H M
S H N F F F O K C I K N
R A I O C Z S O C C E R
K L D R I B B L I N G E
C F A W W N E K G Q O N
I B E A L J Y O X T A R
K A H R D T A O U U L O
L C X D L L B W D J I C
A K O A R E F E R E E S
O C N Q T H R O W I N A
G E O D N A L G N E X E
P B T G Y J Z K X V O D

When the whole ball has passed over the line, between the two posts and under the cross bar it is called a _____.

_____ blows the whistle when the ball goes out of bounds.

Free chance to score a goal _____.

A way to put the ball into play when it goes out of bounds._____.

This sport came over from our mother country. Find this country._____.

When last played by a defensemen and rolls out of bounds, it shall be kicked from the _____ of the field.

This is the only player able to pick up the ball._____.

To start the game or after a goal is scored._____.

The last line of defense before the goalie._____.

When you pass the ball using your head it is called _____ the ball.

A fake or a swerve with the body is a _____.

After the ball passes over the end line last touched by the attacking team, the offense puts the ball in play by using a _____.

_____ is a way of moving the ball.

Front offenseive linemen are called _____.

The name of this sport is _____.

THIS WORD SEARCH IS ON THE "MEANING LEVEL" OF VOCABULARY GAMES BECAUSE IT REINFORCES THE DEFINITION OF THE WORDS AND THE SKILL OF GUESSING BY CONTEXT CLUES.

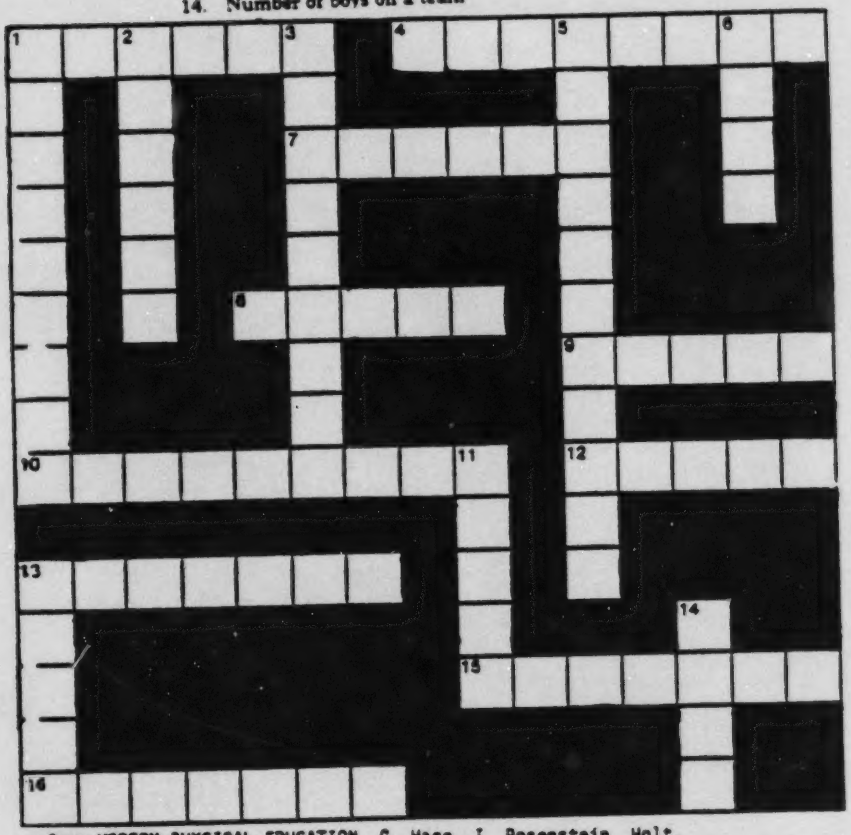
Basketball

Across

1. Attached to the backboard
4. Man who invented the game
7. One of the five boys who jumps in the center circle at the beginning of the game
8. Movement of a player with one foot in contact with the floor
9. Goal made during the game which counts two points
10. A player can move the ball by passing or _____
12. The number of minutes in one quarter
13. Two of the five boys who line up ahead of their center at the beginning of the game
15. Illegal method of scoring a goal
16. When a girl contacts an opponent by using her hands, elbows, or body

Down

1. The rigid material against which the basket is attached
2. A legal position of a player who delays an opponent from reaching a certain point
3. A type of foul in the boys' game
5. The college where the game was invented
6. A type foul for illegal substitution in the girls' game
11. Two of the five boys who line up behind their center at the beginning of the game
14. Number of boys on a team



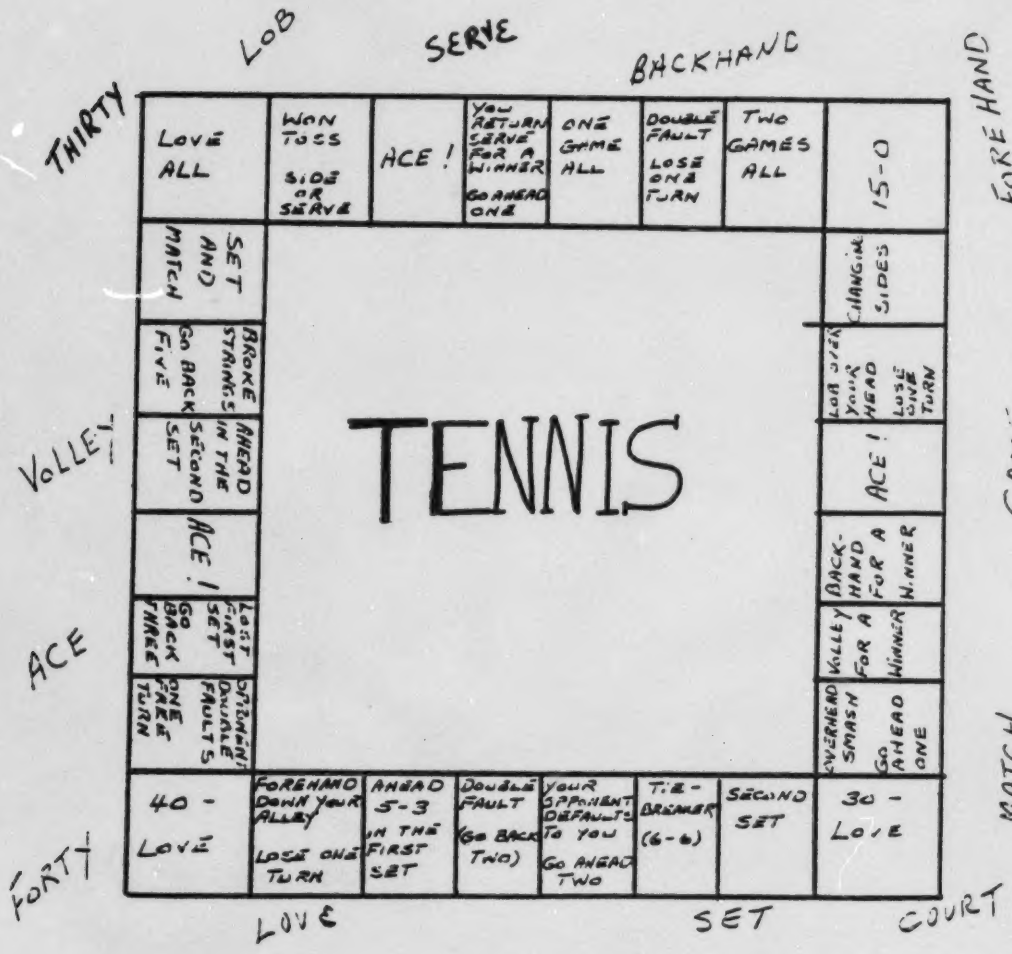
from MODERN PHYSICAL EDUCATION, G. Hase, I. Rosenstein, Holt, Rinehart, and Winston, Inc., New York, 1972., Page 67. There are other croosword puzzles in this book as well as other games in room 4068 in the Farmer Educational Building of ASU.

TENNIS GAME

The object of the game is to go around the board one time. If you make it around you have won the match.

The game uses the vocabulary terms in tennis. The terms are written around the board. I went through the terms with the students before we started the game. This enforces the terms.

The game starts with the roll of the dice. Each team has one turn. The team that makes it around the board first is the winner.



Gary Suggs

SUBJECT AREA: Physical Education; baseball.

GRADE LEVEL: 8th thru 10th grades.

NAME OF ACTIVITY: Baseball Pyramid

OBJECTIVE OR PURPOSE OF ACTIVITY:

To familiarize the PE students with the terms used in baseball. The students learn the meaning of each term through definition and/or through context useage. They see each term written, and they hear each term pronouced. This activity also encourges individual as well as team participation.

STUDENT PREPARATION:

Each student must exercise alertness, memory, and be willing to participate in order to be succesfull at the game.

TEACHER PREPARATION:

The teacher should read up on all the answers in the answer key and learn all the terms meanings so that the answers given by the students can be quickly judged. The teacher must know the terms because many of the terms have multiple ways of being defined, even though they have one specific meaning. The teacher must have access to a clock with a second hand. He must be quick to write the term on the board, pronounce it and evaluate students answers, since a time limit is set to complete the pyramid. The teacher sets the time limit depending on the grade level.

PROCEDURE:

The pyramid is posted so all can see it. It consists of 6 catagories with 8 terms under each catagory. The 6 catagories are divided into three 5pts terms two 10pts terms and one 20pts terms. The class is divided into two teams. One team at a time attempts to define all 6 terms in the time allowed (average time allowed is 3 minutes). If the team gets stuck on a term they are allowed to pass it after 30 seconds. The unanswered terms are inserted back in the pyramid. A student may answer a term correctly only once. This is so one student can't keep answering the same term if it comes up more than once. Although a student can answer as many different terms as he wants. The first team to score 200 points is declared the victors. After each round (attempt at the pyramid) the teacher gives the class the written definitions to the terms they answered correctly. After the end of the game the teacher gives the class the correct definitions to the terms that weren't answered.

EVALUATION:

The teacher notices how many terms were not answered. If ten or more terms aren't correct the teacher should spend more time on the baseball terms.
This game can easily be altered to work for any sports terms.

Tom Bowen

SUBJECT AREA: Physical Education; Baseball

GRADE LEVEL: Junior High School

NAME OF ACTIVITY: Vocabulary Baseball

PURPOSE OF ACTIVITY:

The purpose of this paper is to develop a game for use in the Physical Education Department that can be used both indoors and outdoors.
In introducing the game of baseball we find that many of the students are familiar with some of the rules and the object of the game but are very deficient in language or vocabulary of baseball.
Baseball is a game stemming from a variety of the English game "Rounder". Thus baseball and its language developed and evolved from the game itself. Founders, organizers along with announcers, baseball players and fans themselves have all contributed to Baseball Vocabulary.

OBJECTIVES OF ACTIVITY:

Introduce specialized vocabulary of baseball
Student participation and discussion of techniques involved
Student participation in dictionary skills
Student understanding of written and visual word recognition skills
Recognition of visual signs and signals
To integrate word recognition, comprehension and skills involving following written directions into the Physical Education program.

STUDENT PREPARATION:

Basic baseball skills have been reviewed
Roles and procedures have been reviewed
Total student involvement and willingness to participate
Game of baseball has been played
Talk through method has been used

TEACHER PREPARATION:

Teacher should be familiar with vocabulary words
Teacher should be familiar with multiple meaning words
Watch must be available
Make-up cards pertaining to game of Vocabulary Baseball on 3 X 5 cards
Categorize word abbreviations and jargon terms according to difficulty
Make-up rules of game

PROCEDURE:

Game may be played inside or outside
Students are divided into two teams
A captain is chosen from each team
Captain places team in batting order
The ball or 3x5 cards, have the vocabulary words on one side with a number in the upper right hand corner rating words from 1-4, easiest to hardest, standing for base hits. On the back of the card is the baseball meaning readilly available to the pitcher. Words are divided into four types. General usage, specialized words, abbreviated words and jargon.
The pitcher pulls a card from the packet an reads the word aloud to the opposing

batter. If he gives the correct meaning of the word and can explain or demonstrate the term, he then is granted a base according to the difficulty number on the card. Runs are scored by correct responses corresponding to numbers of bases received by moving around to home. Missed words are placed back in packets to be answered by anyone on the team after the game.
If opponent misses the word or is unable to demonstrate or explain the terms, he is out. Three outs and its the other teams turn.
Game is over when both packets have been completed. Team scoring the most runs is declared the winner.

EVALUATION:

Teacher takes notes of how many words were not answered
Review these words after game
Game seemed to work both inside and outside
Another game was played in the classroom using baseball synonyms. Same rules-worked great.
Could be used in other sports.

WORD LIST VOCABULARY BASEBALL

#1	#2	#3	#4
HOME RUN	TAKE	SACRIFICE	GRASS BURNER
SLIDE	BALK	S.A.F.	HANDFUL OF BEES
WALK	CUT-OFF	H.R.	HIGH AND TIGHT
TRIPLE	RELIEF	A.B.	CAN OF CORN
DOUBLE	RELAY	D.H.	PULL THE STRING
SINGLE	INFIELD FLY	S.A.B.	FROZEN ROPE
GROUNDER	ERROR	L.O.B.	K
FLY	BUNT	P.H.	ICE CREAM CONE
HIT	SCREWBALL	S.B.	SHOE STRING GRAB
BASE	KNUCKLEBALL	DRAG BUNT	W
FAIR	CHANGE-UP	PICKLE	E.R.A.
FOUL	CURVE		R.B.I.
BAT			
BOX			
GLOVE			

VOCABULARY REINFORCEMENT GAME FORMAT

SUBJECT AREA--Physical Education

GRADE LEVEL--9th Grade

NAME OF ACTIVITY--Big Boys Basketball Box Scores

OBJECTIVE OR PURPOSE OF ACTIVITY--The objective and purpose of this vocabulary game is to teach the student how to read a professional basketball box score. In order to do this, the student must be able to identify the many abbreviations and terms that are used in basketball.

STUDENT PREPARATION--The student needs to be aware and have experienced some basic knowledge of basketball.

TEACHER PREPARATION--The teacher should present the game when basketball interest would be high which would be just prior to the opening of the season or near the end during the play-offs. The questions should be in line with the box score you are using as your game. To receive the most learning and enjoyable experience, the game should run parallel with the activity unit of basketball or team handball.

PROCEDURE--The box score should be introduced as an instrument for fun and relaxation while learning. Since most of the students should have a basic understanding of the terminology spoken, no other explanation is necessary. The students should work in groups of three or less so that they can use the concepts of learning from others if they don't know themselves. After 15 - 20 minutes, break them up and discuss as a class.

BIG BOYS BASKETBALL BOX SCORES

1. Who won the game?
2. Who was the home team?
3. Who were the referees for the game?
4. How many people attended?
5. Who were the two starting forwards for Phoenix?
6. What does the abbreviation 'Mn' stand for?
7. What does the abbreviation 'At' stand for?
8. What does the abbreviation 'Rb' stand for?
9. What does the abbreviation 'Tr' stand for?
10. What does the abbreviation 'PF' stand for?
11. How many minutes did Dantley play?
12. How many free throws did Robinson shoot?
13. How many points did Westphal score?
14. How many field goals did Boone attempt?
15. What position did Poquette play?
16. Who were the starting guards for Phoenix?
17. Did Davis play for more than half the game?
18. How many total steals did Utah have?
19. What was the score at the end of three periods?
20. What quarter did Phoenix score the most points?

SUNS BOX SCORE

SUNS	mn	Fg	Ft	Rb	At	PF	St	Tr	Pt
DAVIS, F	31	9-16	3-3	2	4	4	1	2	21
ROBINSON, F	29	9-13	4-5	6	2	0	0	0	22
KRAMER, C	23	2-3	2-2	4	5	5	0	1	6
BUSE, G	33	5-8	1-3	5	6	2	0	1	11
WESTPHAL, G	35	12-16	7-7	2	6	3	3	2	31
COOK	23	0-3	8-10	1	2	3	1	3	8
SCOTT	17	1-4	3-5	6	0	1	1	0	5
BRATZ	16	2-7	2-2	1	0	1	3	0	6
HIGH	12	1-2	2-2	2	1	0	0	0	4
HEARD	21	3-5	0-0	5	3	4	1	1	6
TOTALS		44-77	32-39	34	29	23	10	10	120
JAZZ									
DANTLEY, F	43	13-17	3-3	11	4	3	0	3	29
HARDY, F	15	1-3	0-0	4	0	5	0	1	2
POQUETTE, C	36	1-2	4-4	9	2	5	2	2	6
MARAVICH, G	36	11-24	5-6	3	5	3	2	2	29
WILLIAMS, G	27	2-5	2-2	1	2	2	0	2	6
KING	11	1-4	0-2	2	3	2	0	0	2
DOENE	30	6-10	2-2	1	2	3	0	0	14
BRISTOW	31	6-11	5-5	5	3	4	1	2	17
GIANELLI	4	0-1	0-0	0	1	1	0	2	0
WAKEFIELD	3	0-1	0-0	0	1	0	0	0	0
DAWKINS, H.	4	1-1	0-0	0	0	0	0	1	2
TOTALS		42-70	21-24	36	23	28	5	15	107

PHOENIX	28	30	26	36	- 120
UTAH	31	26	23	27	- 107

FG PERCENTAGE - PHOENIX .571, UTAH .532. FT PERCENTAGE - PHOENIX .820, UTAH .875.

THREE-POINT SHOTS - MARAVICH 2-2. BLOCKED SHOTS - ROBINSON 3, DAVIS; POQUETTE.

TECHNICALS - NONE.

OFFICIALS - JIM CAPERS AND JACK NIES.

ATTENDANCE - 6,197.

VOCABULARY REINFORCEMENT GAME FORMAT

NAME:

SUBJECT AREA:

GRADE LEVEL:

NAME OF ACTIVITY:

OBJECTIVE OR PURPOSE OF ACTIVITY:

STUDENT PREPARATION:

TEACHER PREPARATION:

PROCEDURE:

EVALUATION:

TECHNIQUES TO IMPROVE COMPREHENSION

B. Parrish
ASU/1977

TASK ANALYSIS

TASK ANALYSIS: A self-preparation exercise for teachers to be done BEFORE a reading assignment is given. It helps the teacher plan activities to facilitate the understanding of the major concepts, words, and processes needed for the assignment.

HOW????????

STEP 1. Identify the major concepts of the chapter or assignment. These concepts are those ideas that you want your brightest students to know.

STEP 2: Identify the key vocabulary words. These are the specialized and technical vocabulary words that carry the meaning of the major concepts or the words that are necessary to the understanding of the activity.

STEP 3: Identify the processes and/or skills that need to be applied in the assignment. These could be listening, observing, following directions, following a sequence, interpreting charts, pictorial matters, and any of the various comprehension skills and study skills.

STEP 4: Set priorities of the major concepts. Label them thus:

MI (Most Important) - Those concepts which all students should be able to understand and learn

I (Important) - Those concepts which most of the students should be able to understand and learn

LI (Least Important - Those concepts expected of the brightest students to understand and learn

MAJOR CONCEPTS

1. Origin and Development
2. Nature of the Game
3. Techniques and Fundamentals
4. Offense
5. Defense
6. Personal Equipment
7. Basic Rules
8. Safety Hints
9. Helpful Hints
10. Special Drills

KEY VOCABULARY

Air dribble
Basket
Blocking
Charging
Double foul
Dribble
Drive
Fast break
Follow-in
Foul
Free-throw
Give and go
Held ball
Holding
Hook shot
Jump ball
Multiple foul
Pass
Personal foul
Pivot
Post
Pressing defense
Rebound
Restraining circles
Screen
Set shot
Switching
Team's front court
Technical foul
Throw in
Trailer
Traveling
Weave

SKILLS OR PROCESSES TO BE APPLIED

Follow directions
Identify organizational patterns
Read and interpret illustrations
Read and discuss readings
Draw conclusions
Listen to others and their ideas
Write down ideas in clear form

CONCEPT PRIORITIES

Most Important - - - - Origin and Development
Nature of the game
Personal equipment
Basic rules

Important - - - - = - Techniques and fundamentals
Offense and Defense
Safety Hints

Least Important - - - Helpful hints
Special drills

Note: Task analysis of Chapter 9 on Men's Basketball from Physical Education Handbook

THE DIRECTED LESSON

A lesson plan which adequately prepares and develops student comprehension of information is called a Directed Lesson. It structures a class lesson to ensure maximum understanding and retention of all students. There are three variations of the Directed Lesson. Depending on the major mode of information transmitted, the lesson is labeled a Directed Reading Lesson (DRL) if the information is read; a Directed Viewing Lesson (DVL) if a movie, filmstrip, or demonstration is viewed; and a Directed Listening Lesson if the information is heard as in a lecture or on a tape.

The rationale for the development of the Directed Lesson came from the principles of learning theory. The following principles are especially related to planning the activities within a Directed Lesson:

Students must have a purpose and a motivation to learn.
Learning must have meaning for the learners
A background of experience and knowledge is necessary for learning
The learner must be active in his learning
Learning requires the forming of habits
Much learning is by association
Learning requires practice
Students learn at different rates and in different modes
Learning is more effective if the learner knows the reason for what he is learning

The Directed Lesson consists of five essential phases. With its variations of the DRL, DVL and DLL it is applicable to every content area. An outline of the procedure is presented below:

I. Preparation for Reading/Viewing/Listening
   A. Motivating students
   B. Previewing material
   C. Introducing key vocabulary
   D. Establishing purpose for reading/viewing/listening

II. Student reads/views/listens

III. Comprehension check/development
   A. Major concepts
   B. Key vocabulary
   C. Processes or skills
   D. Levels of comprehension

IV. Rereading/reviewing/relistening if necessary

V. Follow-up (Application - Extension)

Although naturally, the selected activities within the Directed Lesson will vary from content area, the basic organization and learning theory remains the same.

I. PREPARATION FOR READING/VIEWING/LISTENING

The Social Studies teacher who ends the class session with the "Read chapter 14 for homework tonight," is countering various principles of learning as well as good teaching practices. Students have to be ready - psychologically and emotionally - to read, view or listen to an assignment. Preparation is needed to motivate them, establish a purpose for their learning, and to guide their learning with either questions, preview of material, or an outline. Necessary background information must be supplied by the teacher, students, filmstrips, pictures, slides, and/or other first-hand experiences. Difficult vocabulary terms or words with a specialized meaning in the content area need to be introduced through some type of student discovery or involvement. The post-reading/viewing/listening activities should be explained now so the learner knows what will be expected of him/her.

II. STUDENT READS/VIEWS/LISTENS

This phase involves the information the teacher wants the class to master or understand. Although audio-visual could have been used in the Preparation step, it was for either motivation or background. The teacher should always remain in the classroom during the silent reading, the movie, the tape, or the guest speaker. During this time, he/she can observe for any problems individual students might be experiencing.

III. COMPREHENSION CHECK/DEVELOPMENT

Secondary teachers cannot assume learning has taken place just because a student has been exposed to the material. Also, secondary teachers have the responsibility to teach or reinforce the reading skills needed to comprehend and study their content area. Phase III of the Directed Lesson presents the opportunity to integrate reading/study/thinking skills with content area teaching practices at a time when the skills are needed for maximum understanding. Activities for phase III could be any of the following depending on the purposes, lesson objectives and student ability:

a) A multi-level study guide with questions on all of the levels of comprehension.
b) A process study guide which reinforces a particular comprehension skill that was needed to organize the information.
c) Large group, or small groups, or individual activities or exercises that focus and reinforce comprehension of the concepts.
d. Oral question-answer class discussion which includes questions on all levels of comprehension.

IV. REREADING/REVIEWING/RELISTENING

This phase is not always necessary or practical. as in a demonstration. However, it is valuable for clarifying major concepts, clearing up confusion, stressing important quotes, passages or sections, and for solving new problems or answering new questions that arose during Phase III.

V. FOLLOW-UP

This final stage consists of applying the information gained from reading, viewing or listening. What activities are selected depend on the nature of the content, objectives of the lesson, and abilities of the students. A chart may be developed, a play enacted, a laboratory exercise completed, a woods project constructed, a recipe baked, a game played, a book read, a topic researched, or a test taken. A wide variety of follow-up activities are needed throughout the school year to keep student and teacher motivation high.

Since knowledge integration is the ultimate goal of reading, viewing and listening, phase V is very important and necessary for maximum comprehension, retention, and insight.

Leigh Schofield
DRA
5/1/78

DRA

Chapter Four

Individual Defensive Techniques

Objective - To understand that the success of a team's defense depends upon the player's ability to execute the individual defense skills.

I. Preparation
   A. Student experience
      1. Students demonstrate how they think the individual defensive skills should be executed.
      2. Discuss with the students the individual defensive skills that they think might be used in a given situation.
   B. Preview material
      1. Hand out study guide-discuss procedures for using it. Tell students to keep these questions in mind as they read.
      2. Skim chapter four for cues to content and organization.
      3. Discuss the title and subtitles with the students.
      4. Direct attention to the vocabulary words for this lesson in italics and quotation marks throughout the chapter and at the end of the chapter.
   C. New vocabulary
      1. stance
      2. footwork
      3. positioning
      4. fronting
      5. trailing
      6. block-out
      7. one-on-one
         a. First introduced through "student experience" (demonstration)
         b. Vocabulary words are also on study guide.
         c. Alert students to specific meaning as the word is used in the text.
   D. Purpose for reading
      1. To understand that the success of a team's defense depends upon the player's ability to execute the individual defensive skills.
      2. To understand the most important individual defensive skills and how and when they are executed.

II. Reading the material silently
   A. Flexibility of spped- "skim-study"
   B. Comprehension-have students find the answers to purpose and study guide questions and definitions to vocabulary words as they read.

III. Developing comprehension
   A. Discuss answers to purpose and study guide questions.
   B. Discuss the meanings of new vocabulary words.
   C. Teacher/student demonstrations to enhance the understanding of the answers to the purpose and study guide questions and definitions of new vocabulary words.

D. Discuss the importance of good individual defensive skills.

IV. Re-reading material
   A. Students will re-read the chapter for maximum understanding (use study guide) of the improtance and execution of developing good individual defensive skills. (To be done outside of class). Flexibility of speed="study"
   B. Re-reading is to help reinforce what was discussed and demonstrated in class.

V. Following up the information
   A. The student will apply what they have learned from reading and observation in a drill or game situation.
   B. Take students to a high school, college or professional basketball game to observe the individual defensive skills being executed at that level.

Study Guide

Individual Defensive Techniques

a. Positioning
b. footwork
c. fronting
d. trailing
e. one-on-one situation
f. stance
g. block-out

____1. It is necessary for maximum mobility and quickness. interpretive

____2. It is the most important aspect of individual defense. critical

____3. It aids the defensive player to keep between her opponent and the basket. interpretive

____4. A position a defender does not want to be caught in. interpretive

____5. Every play should know her opponent's weaknesses in this position. interpretive

____6. It allows a defensive player to move quickly in any direction as she reacts to the moves of the offensive player. interpretive

____7. It's primary rule is "stay between the player and the basket." literal

____8. It prevents the offensive player from making her first move to the basket after she attempts a shot. literal

DVL

Basic Badminton Skills

Objective-To understand how the basic badminton skills are performed correctly and when they are the most effective.

I. Preparation
   A. Student experience
      1. Teacher will observe the students knowledge and skill ability in a "fun match"-doubles (with no previous instructions on skills or strategy.)
      2. Various students will demonstrate in front of the class their interpretation of the skills.
   B. "Previewing"
      1. Teacher will explain briefly the fundamentals of the skills.
      2. Teacher will point out what things to look for in the demonstration match. i.e. when do the players use a particular skill?
   C. New vocabulary
      1. A structured overview will be handed out before the demonstration match.
      2. A demonstration match will be held between two skilled badminton players (P.E. teachers, school team players, college players, club or professional players) for class to observe and learn.
         a. forehand grip
         b. backhand grip
         c. frying pan grip
         d. forehand clear
         e. forehand drop
         f. forehand smash
         g. backhand clear
         h. backhand drop
         i. forehand net clear
         j. backhand net clear
         k. forehand net drop
         l. back hand net drop
   D. Purpose for viewing
      1. To observe and understand how the skills are performed correctly.
      2. To understand what particular skills should be executed in a given situation.
   E. Questions (to be handed out and discussed by teacher/students before the match)
      1. When should the smash be used? interpretive
      2. What grip can be used for all strokes? literal
      3. What grip is primarily used for doubles play for serving, serve return, and net play where only a short stroke is needed? literal
      4. What is meant by a defensive and offensive stroke? creative
      5. Is the forehand clear a defensive or offensive stroke? interpretive
      6. Why should you use a forehand or backhand clear when your opponent is at the net? critical
      7. What is the purpose of the drop shot? critical
      8. From what position on the court is the smash most effective? creative
      9. What strokes can you use to put your opponent on the defensive? interpretive
      10. What strokes, when properly executed, win the most points? interpretive

II. Viewing
   A. Students will quickly write down the answers to as many questions as possible as they watch the demonstration match or they may write down the answers afterwards.
   B. Students will take a mental note of all the hints given by the players for future reference.
   C. Teacher will observe the students reactions to certain parts of the game for comprehension.

III. Developing comprehension
   A. After the match the players will give a step-by-step breakdown of various skills.
   B. Teacher will conduct a question and answer session between the students and players for maximum understanding of the skills.
   C. Players will offer individual help to the students as they take their turn in practicing the skills.

IV. Re-viewing
   A. Students will observe the players as they demonstrate the skills where students are having the most problems.
   B. Students will apply what they have just observed in future classes or games.

V. Follow-up
   A. Teacher will conduct a doubles or mixed doubles round robin tournament in class where students will have a chance to:
      1. Play with or against someone of their own ability.
      2. Execute skills learned in a game situation.
      3. Display their knowledge of skills to be executed in order to gain the advantage, to win points or to win the game.
   B. Teacher will encourage capable students to enter amateur badminton tournament outside of class and school competition.
   C. Teacher will take students to an anateur or professional badminton tournament to watch some of the top ranking badminton players (execute the basic skills) in competition.

Basic Badminton Skills

Questions

1. When should the smash be used?
2. What grip can be used for all strokes?
3. What grip is primarily used for doubles play for serving, serve return, and net play where only a short stroke is needed?
4. What is meant by a defensive and offensive stroke?
5. Is the forehand clear a defensive or offensive stroke?
6. Why should you use a forehand or backhand clear when your opponent is at the net?
7. What is the purpose of the drop shot?
8. From what position on the court is the smash most effective?
9. What strokes can you use to put your opponent on the defensive?
10. What strokes, when properly executed, win the most points?

STUDY GUIDE

Offensive Movement

Based on your class discussions, place the letter of the Offensive Strategy or Move in the blank before those statements which describe it. Two or more methods can be described by the same statements.

A. Pick & Roll
B. Fast Break
C. Screen
D. Overload Principle
E. Ball Movement
F. Player Movement

_____ 1. One area is flooded with more offensive players than defensive players assigned to that part of the zone.

_____ 2. Elements that must be present to make a good offense work.

_____ 3. The easiest way to defeat the effectiveness of the zone defense is to beat it down court.

_____ 4. Involves an offensive player taking a position on the court in relation to a defensive player on the court.

_____ 5. It fosters the idea that little dribbling should take place unless a player is driving to the basket.

_____ 6. Should create a situation where an offensive player can penetrate into the lane to shoot.

_____ 7. Enables a player to take an unguarded shot.

_____ 8. Quick, accurate passing is essential to make this offensive strategy work.

_____ 9. Applies to being used against a man-to-man defense.

_____ 10. Applies to being used against a zone defense.

Level: Sophomore - Senior, Ability: Advanced
Reading or Listening Skills Measured:
Cause and Effect
Compare and Contrast

Gary Suggs
t.th. 9:15

STUDY GUIDE

Hitting, a baseball handout

Directions:

This is an analysis of hitting a baseball. The activity is broken down into numerous steps. Place the activities in the correct order by marking the correct number beside the activity. Some of the activities listed may occure at the same time, so mark each with the same number. Secondly mark which activity(s) you think is the most important by placing the letters MI by it.

The hitter strides toward the pitch.

The wrists role over, sometimes refered to as break.

The batter takes his stance in the batters box.

The hips are cocked.

Study the pitchers pitches to prior hitters.

The batter now becomes a hitter (mental attitude).

The shoulders open up.

The batter selects a suitable bat.

The batter cockes his arms.

The bat contacts the ball.

Body weight tranfers from back leg to front leg.

The hips open up viblently.

The hitter fixes his eyes on the pitcher's delivery spot and begins his total concetration.

The bat follows through so that the hands rest against the front shoulder.

The arms begin to swing the bat.

Add any steps or activites you think would be important in hitting.

B. Parrish
Rdg 467/480
P.E. Section
1980/ASU

The Physical Education Handout Revisited

There are many obstacles to comprehension when a reader is coping with a new area or concepts. The numerous sports that are covered in a years' physical education curriculum,especially if it is elective in nature, will present a student with many sports in which they are unfamiliar.

Most p.e. teachers use handouts to either supplement or substitute oral instruction. They are used either at a beginning of a unit, as introduction, or at the end as review. They are seen by most teachers to consolidated and formalize the cognitive knowledge needed to understand and to play a sport.

Usually the p.e. handout consists of the following parts:

a. a brief history
b. terminology (vocabulary)
c. procedure (how to play)
d. rules and regulations
e. scoring information
f. equipment needed or field parts, etc.

Because of the nature of these six parts, many students will experience trouble comprehending a p.e. sports handout. If the teacher constructs the handout with the following reading difficulties in mind, the student will have an easier time comprehending:

a. The Readability level of the paragraphs, especially the history of the sport.
b. The Vocabulary of the sport needed, especially terms that have multiple meanings, acronyms, and abbreviations and difficult pronunciations
c. Visualizing the procedures, the scoring or the field, etc.

How can a p.e. handout be constructed to eliminate these difficulties?

READABILITY

The teacher can either readjust the reading difficulty of an existing handout or can write one of his/her own at certain reading difficulty level. For most high school students, a readability level of 8th to 9th grade is recommended. However, each teacher should discover the reading ability grade level of the majority of students in their classes, or arrive at the average reading ability grade level.

STEPS FOR ALTERING HANDOUTS YOU WISH TO USE:

1. Look at the Fry chart. Figure out the number of sentences and number of syllables you could have and still be at the desired reading level (grade level).
2. Rewrite the material into shorter sentences, aiming for the "ideal" number for the grade level you desire. Change vocabulary words, as you can.
3. Check the material you have written. After moderate practice, you will "get the feel" of the level you desire and will not need to check it.

WRITING YOUR OWN HANDOUTS

1. Write as if you were talking to your students.
2. Check what you have written against the Fry Chart. (You will soon develop a sense of reading difficulty).
3. Alter, if necessary, by using shorter sentences and shorter, easier vocabulary words.

When a difficult, unfamiliar word is unavoidable and must be used, write the sentence using a context clue to help the students figure out the meaning of the word. There are nine types of context clues:

definition	comparison
synonym	contrast
familiar expression	summary
experience	tone/mood
	inference

VOCABULARY

The glossary of specialized and technical physical education terminology is very important. By integrating the following suggestions for presenting the glossary, the words should be mastered easier and quicker:

1. For specialized vocabulary that have multiple meanings, the definition alone is not sufficient. The context of the word (or a sentence providing an example of how the word is used in physical education) should be provided with the unfamiliar, or multiple meaning, word underlined.
2. For words that have an interesting or odd word history, provide the definition and a brief summary of the origin of the word.
3. For terms that are actually acronyms (the first letter of several words, such as SCUBA) make sure to include these words in the glossary and provide the entire explanation of the letters.
4. For terms that are actually abbreviations, such as BA, RBI, PH, make sure to include these words in the glossary and provide both the explanation and a definition.
5. For terms that are difficult to pronounce, provide in parenthesis the dictionary pronunciation aides. For example, the word cardiovascular (Kär/dĭ/ŏ/văs/kŭ/lẽr). Make sure to divide into syllables as well as use the pronunciation keys and phonetic spelling.

VISUALIZING

The use of diagrams, charts, graphs, illustrations and score cards will help the student visualize, or mentally picture, the explanation or procedure described. Draw the appropriate illustration next to the paragraph explanation if possible by using column spacing of the paragraph.

FURTHER READING

To encourage individual reading for additional information and recreational reading in the sport, add a few book titles for reference (the "how-to" books) and a few book titles of the biographies or autobiographies of a few of the famous athletes of this sport and any fiction, if available.

STUDY AIDS

Use as many study aids as you can think of and are possible. Underline important words or phrasing, use different coloring, summarize main points, use column spacing for note-taking and study, and provide any information to help the student on the exam.

CONTRACTS FOR BOWLING UNIT

Contract 1 (Level 4-20 point value)

Bowl six games at any lane. Keep your score. Copy your game scores on the enclosed sheet in this packet. On a separate paper, state the two basic rules for scoring. List the symbols used in scoring and tell their meaning. Your score will be graded for accuracy.

Contract 2 (Level 3-15 point value)

Research and write a paper on the history of bowling using at least three resources. The paper should be double spaced, preferably typed, and should include a bibliography.

Contract 3 (Level 2-10 point value)

Learn the correct way to pick up a ball, how to hold the ball, and be able to demonstrate the hand positions, footwork, and release. Further, be able to demonstrate the position of the hand that creates a hook ball, a straight ball and a back up ball. Evaluation will be based on an oral explanation to the instructur.

Contract 4 (Level 5-25 point value)

Observe the Ft. Pierce Women's City Bowling Tournament for an hour or an hour of league bowling. Report in writing how this type of bowling differs from open bowling.

Contract 5 (Level 3-15 point value)

From the enclosed rule book put out by WIBC, find out what special prizes are given in sanctioned leagues. Illustrate the patches and/or pins and explain what they are given for.

Contract 6 (Level 4-20 point value)

Visit any lane and have the proprietor show you the automatic pin setter in operation, how to operate the ball cleaner, how to turn on the teleprompter, how to reset the pins, where the trouble bell is located, where the foul light indicator is located, and how the four line operates. When you feel that you are ready, take short quiz over this information from the instructor.

Contract 7 (Level 2-10 point value)

Make a poster showing a lane diagram. Enlarge and make off-set drawings of the approach area and the pinfall area. Write a short paper telling of the use one could put this information to when bowling.

Contract 8 (Level 1-5 point value)

Locate my posted average at the lane. Explain in a brief paragraph how this figure was computed. (Information of which league to look for is given the student.)

Contract 9 (Level 5-25 point value)

Practice spare bowling of a single pin until you can make 4 out of 10 shots. (Have the proprietor take all but one pin out of the rack, and shoot at any set that the automatic pin spotter sets.)

When you are ready to test yourself, try ten consecutive shots and record your score as either a miss or a spare. Use the enclosed form in this packet.

Contract 10 (Level 1-5 point value)

Compile a list of at least 15 bowling terms and give a definition of each.

Contract 11 (Level 1-5 point value)

Work the bowling crossword puzzle found in this packet and turn it in to the instructor.

Contract 12 (Level 5-25 point value)

Take a written multiple choice examination over bowling which will cover the following: etiquette, scoring, handicaps and averages, technique, terminology, history. You must score 85% or above to receive the contract point value.

Contract 13 (Level 3-15 point value)

Secure a bowling film and show to your class. Prepare a 10 question quiz over film and administer to class.

Contract 14 (Level 2-10 point value)

Do the large bulletin board in the Physical Education locker room with a bowling motif. The assignment will be judged on the basis of originality of presentation, eye appeal, balance, color, significance or value.

Contract 15 (Level 1-5 point value)

Find out what is considered to be proper as bowling attire. Model for the class and explain why this type of gear or clothing is used.

Contract 16 (Level 1-5 point value)

Be able to demonstrate the proper stance, the four step delivery, and what position the hands are in with each step.

Contract 17 (Level 1-5 point value)

Using a real bowling ball, (1) show how to select a ball which fits your hand, (2) be able to show how one can tell the weight of the ball selected, (3) show how you can identify the ball you are using. Evaluating will be a verbal demonstration to the instructor.

Contract 18 (Level 3-15 point value)

Write a paper describing the following: Moonlight Bowl - Headpin tournament - 3-6-9 tournament.

Contract 19 (Level 2-10 point value)

Watch a professional bowling match on TV, on Saturday afternoon at 3:30 on Channel 4 - write a one page report of your reaction or observations.

Contract 20 (Level 2-10 point value)

Bowl a 3 game set with a partner - watch for her errors. List on a paper movements which were done well, and those movements which were improper.

Contract 21 (Level 5-25 point value)

Read a book on bowling and give a brief resume of the contents. Write a critique of the book.

from Rushall and Siedentop, The Development and Behavior in Sport and Physical Education. Philadelphia; Lea and Febeger, 1972.

AN EXERCISE ON FOLLOWING WRITTEN DIRECTIONS

MICKEY MANTLE

DIRECTIONS: Now let's have some fun with people and things. Work the following drills in exactly the same manner as we did the sample. Be careful. It is easy to get lost. Remember to work each step with the word as it has been changed from the previous step. All right, here we go!

The words are Mickey Mantle.

1. Place the two words together with the second word right after the first. _____

2. Drop all m's and the letter which follows it in the alphabet. _____

3. Add the second letter of the alphabet twice; place one of these letters at the beginning of the word and the other one at the end of the word. _____

4. Dropt the third letter and also the sixth letter of the word. _____

5. If the eleventh letter of the alphabet is in the word, drop it and in its place add the letter which follows it in the alphabet. _____

6. Drop the sixth letter of the word and in its place add the letter that comes before it in the alphabet. _____

7. If there are two vowels that are the same in the word, drop the second one of the two. _____

8. Take the fifth and sixth letters of the word and place them after the first letter and before the second letter of the word. _____

9. Add the first letter of the alphabet after the second b. _____

10. Drop the vowel before the first l. _____

11. Take the fourth letter and the other letter that is the same and place both of them at the end of the word. _____

Doesn't that fit Mickey Mantle?

THE MAKE-UP ASSIGNMENT:
READING OPTIONS

B. Parrish and N. Pike
Spring 1981

ALTERNATIVES TO PERFORMANCE IN PHYSICAL EDUCATION

In physical education as in any subject area the student that is absent from class is at a disadvantage and needs an opportunity to "catch up" and/or "make up" the work that has been missed. Physical educators have the additional responsibility of providing for the students that are in class but unable to participate. Many times these students are severely ill and remain at home to recuperate, or the common cold or flu keeps them home for a few days. What can these students do at home that would substitute for class participation? The following ideas are suggested for make-up work, but because of their home-study nature, they could be used also for an extra-credit assignment. A few assume the students will be home several days, but most can be accomplished in only one day. The assignments utilize television, magazine articles, the daily newspaper and books. Most of them involve a written report of some kind to prove the student actually saw or read the material and to present an opportunity for the students to share their learning. This means the assignments must be read, graded (satisfactory or not satisfactory is recommended), and recorded in the grade book. Many of the assignments lend themselves to the critical perusal of a shart student assistant, who can record and pass the results on to the teacher. A few, because of the amount of work or the demand upon the student, require the teacher to read and comment verbally to the student what he/she things of the work. The written activities provide an alternative since class performance is impossible at the time of illness. They give the students information on the sport under study, as well as the lives of some famous athletes, media coverage of sporting events, and current controversial issues in sports. They expect the students to read or view and then to either summarize, analyze, evaluate or predict sport performance, behavior or issues.

Library Activities

If a student is unable to participate in class, but is attending school, a library assignment could be used. Library projects can be used for a day's absence, a week's, or for an entire unit. The following activities can be done individually and with little assistance from the Librarian. Be certain to provide titles for certain books or reference material to help the students locate the information. The students can:

1. Make a list of 20 vocabulary terms of a sports unit, and write a definition for each (the definition appropriate in physical education, of course).
2. Develop a crossword puzzle or word search using the 20 sport vocabulary words.
3. Create a bulletin board on a sport. Include: pictures, current articles, key terms or rules.

Television Activities

Naturally a student at home is going to watch a lot of television. How can some of this viewing be used to substitute for physical education instruction? The student can:

1. Watch a Sunday sports program (Wide World of Sports, American Sportsman, Sports World, etc.) and write a critical reaction.
2. Watch a sports newsreporting on one of the local networks for a week. Write a critique of the contents and methods of presentation. Was anything left out? Was there obvious bias? What can be recommended for improvement?
3. Write a one-page paper comparing the reporting of a sporting event (you saw) on television to the newspaper or magazine coverage of that event.

Magazine Activities

There are many sports magazines and newsletters available at the corner grocery store. They range from basketball, to racquetball, to back packing. The following assignments utilize the currentness and attraction of the magazine article. The student can:

1. Read one of the leading articles and write a one-page summary.
2. Read an article about a current sports figure. Evaluate the person and his/her accomplishments. Was the article well-written, fair, and interesting?
3. Read two articles about two different sporting events. List all the sport jargon (special words or phrases coined for that sport only) found for each sport. Write a synonym for each.

Newspaper Activities

Everyday every newspaper has a sports page. It contains information about local hometown teams, both amateur and professional and at all levels from little league to college teams. The newspaper offers a unique opportunity for make-up and extra-credit assignments. The student can:

1. Compare articles about male and female sporting activities. Write a paper noting the differences and similarities of the events and the articles.
2. Select five advertisements for sports equipment and compare appeals and propaganda techniques.
3. Read an article about a game to be played. Analyze the article, (the teams, their strategy, and their past performances) and predict the winner; explain why.

Most of these tasks can be completed during a one-day absence. How about the students who are absent for a week or several weeks? A very good option for these students is for them to read a book of their choice dealing with sports or athletes or a related topic. There are many excellent books related to physical education--fiction, non-fiction, autobiography, biography, "how to" booklets and pamphlets and reference materials. What are some practical and painless book reporting ideas for these students?

Book Activities - Reports

Some students like to do a written book report. (It provides a chance for critical and responsive reading.) There are many biographies and autobiographies of famous athletes. These books are available on all reading difficulty levels, from the easy-reading fifth or sixth grade level to the adult level paperbacks found at the drugstore. If the students choose to read a biography or autobiography any one of the following ideas would be challenging and interesting for them. They could:

1. Write a letter written in the role of the major character sent at a crucial moment in the book.
2. Write a diary of the major character.
3. Write an interview between the character and a newsreporter, describing personal motives and training techniques which helped in the character's success.

If the students choose to read a non-fiction book on physical fitness, nutrition, or any other sports-related topic, they can write a one-page critique of the book. If they select a pamphlet or booklet which explains "how to" play a sport, they can write a summary of the contents as well as an evaluation of how well the information was presented.

Book Activities - Projects

Many students dislike a written book report, but really enjoy doing projects which include art work, drawing and some imagination. The following suggestions offer varied expressions for the information gained from reading

a book. After reading an autobiography or biography they can make:

1. A map depicting the important places described in the athlete's life.
2. A timeline showing the sequence of major events.
3. A collage of pictures reflecting the characters and challenges met by the athlete.

After reading a "how to" book or non-fiction, the students may choose to make a:

1. Timeline of the history of a sport.
2. Poster, mural, or advertisement designed to "sell" the sport to others.
3. Poster or diagram, charts and illustrations on how to play a certain sport.

The results of these book projects serve as a way for the students to share their reading experience with others, not just the teacher. It also provides an excellent way to provide regular changes for bulletin boards in the locker room. It may also encourage other students to read one of the books depicted.

Teacher Dilemma

How can the physical educator of today take on these added responsibilities? Some Physical Education Departments have approached "make-ups" as a departmental project and maintain a file of activities for all teachers to use. This provides a way for teachers to share in developing alternative activities for sports units. It also establishes a consistent departmental approach for all students. It is recognized that the best teachers are also the busiest because of their concern for each student as an individual. Perhaps the suggestions offered will help to meet the needs of both the student and the teacher.

Cathy Pontius

THE DAILY NEWSPAPER CAN BE A RESOURCE TO THE P.E. TEACHER. THE ASSIGNMENTS CAN LAST A DAY, OR THE DURATION OF A UNIT. THE FOLLOWING ASSIGNMENTS CAN BE GIVEN AS EXTRA-CREDIT AND/OR FOR STUDENTS WHO DO NOT DRESS OUT:

1. Student will follow one basketball team in the newspaper and report on their success or failure. After three weeks, student will briefly write a summary of his findings.

2. The student will explore and indentify a sport with which he is not very familar with, and write a short summary of that sport.

3. Student will create a collage using different sports pictures from the newspaper.

4. Student will compare the articles of male and female sports, noting the frequency and lenght of the articles. State the differences and simularities of the articles.

5. Student will follow one professional team, cutting out each bit of information he can collect. Organize the information, and summarize it.

6. Student will observe the different advertisements for sports equipment and compare the areas of appeals and propaganda techniques.

7. Students will compare the articles of high school, college, and professional athletics, noting the frequency and length of the articles. State why the articles are different or simular.

8. Compare the sport sections from two different newspapers. List what is different, what is simular, what information is important in one and not the other, compare headlines, sports scores and statistics.

9. Analyze and copy the statistics from one football game. Using the information, explain the outcome of the game and why.

10. Pick a national basketball player and follow his career through the season. Develop a log from week to week identifing his preformance, his stats and the teams record.

11. The student will debate the future of contact sports in the high school level; ie football. Emphasis on budget requirements and safety precautions.

12. Develop a artistic project presenting a professional athletic teams season, using a theme about the team. The presentation should use pictures and articles from the newspaper and or magazines.

13. The student will define the terms of a set of given sports-related words. Student will be given a article, from the newspaper in which the student will define the technical terms.

14. Student will go through the newspaper and identify and explain any psychological motives used by athletic teams and coaches. Write a brief summary of the findings.

15. Student will design a sports newspaper for his school. Including all present activities, future events, scores, interviews, cartoons, advertisements, and all events happening in sports in his school.

REFERENCES:

1. "Building Reading Interest", John M Stephens. New York. 1961

2. "New Teaching Methods", Northwest Multi-Service Educational Center. Michigan City, Indiana. 1977

3. "The Newspaper as a Teaching Tool", The Reading Laboratory, Inc. Connecticut, 1975

Additional ideas can be found in the following references:

Piercey, D. Daily Text for Thinking, The Arizona Republic and Phoenix Gazette, Phoenix, Arizona, 1970 (Out of print).

Sargent, E. The Newspaper as a Teaching Tool, The Reading Laboratory Inc., Conn. 1975.

Science Research Associates, Newslab, SRA, Palo Alto, California, 1972. (Activity cards for the sports section.)

Verner, Zerobia. Newsbook of Reading Comprehension Activities. Clayton Publishing Company, Houston, Texas, 1978.

READING SPORTS ARTICLES IN NEWSPAPERS OR MAGAZINES

Teacher Directions:

Purpose. Many students read the sports section of newspapers and magazines. They are interested in players, coaches, games, and events. Reading in this area can furnish sports enthusiasts greater insights into athletics while providing a wealth of vocabulary and comprehension training.

Objectives. Upon completion of this activity students will:

1. Identify new or technical vocabulary related to sport, health, or physical education.
2. Critique a sports article from a newspaper or magazine.
3. Discuss current sports issues (based on their reading) with the instructor and class members.

Material. An article from a sports section of any newspaper or magazine.

Procedure. Coaches or physical education instructors ask students to read a sports article of their choice. Students cut the article from a newspaper or magazine and clip it to a worksheet provided by the teaching staff. The form may vary from time to time but this example requests students circle all unknown or technical terminology and rewrite a synonym for each. They are also encouraged to critique the story by responding to a series of questions. Afterwards, students and instructors use these workshops as the basis for their discussion. Topics may include various players' or coaches' personalities and philosophies, strategies or principles of execution, training methods, nutrition, statistics or salaries, and contract negotiations.

(Student exercise sheet is attached)

Comment.

Coaches and physical education instructors may want their players or students to collect these articles and worksheets in a notebook. The content of these clippings helps stimulate discussions of topics from different perspectives. It also serves as an extremely vital activity for developing young people's vocabularies or figurative language and adds substantially to their overall reading capacity.

from Using Sports and Physical Education to Strengthen Reading Skills, L. Gentile, IRA, 1980, pp. 32-34.

Title of article_____

Author's name_____ Source_____

Date_____

List the new or technical terms you circled in the article:

1._____ 5._____ 9._____

2._____ 6._____ 10._____

3._____ 7._____

4._____ 8._____

Based on how the word or phrase was used in this article, what do you think it means? See how many synonyms you can give for each. List them in the spaces below.

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Now check the dictionary to see how many of these you got exactly right. How many of your answers were close? Which did you miss completely?

Can you answer the following questions based on your article?

1. Do you think the writer presents an honest description in this article? If so, why? If not, why?

2. What would you say is the main idea of this article?

3. Which words does the author use to give readers good mental pictures of the issue, player, coach, or event?

4. What do you think is missing from this article? If you were the writer what would you have included? What did you find unnecessary or unimportant to the topic

5. After reading the article, what else would you like to know about the subject or person in the article?

If a student is unable to participate for a week or more, a library assignment could be appropriate. The most effective library assignment contains activities that require reading and thinking on the four levels of comprehension. References should be included to help the student locate the necessary material. Sample activities from a golf unit follow:

Sandy Calvert
RDG 467 (P.E.)
1979

Golf Unit - Library Assignment Sheet

Day 1 -- Golf Lingo - The following books may be used:

"Modern Physical Education"
by Hose & Rosenstein
"Physical Education for Life"
by Charles Bucher
"Sports Dictionary"
by Merrian Webster
"Sports Lingo"
by Harvey Trommer
"The Encyclopedia of Sports"
by Barnes Meuke

Day 2 - Golf Worksheet

Day 3 - Comcare and Contrast a past and present golfer

Day 4 - Questions

Day 5 - Art Project

Each assignment must be checked at the end of the day for credit.

Golf Lingo — 1st Day

Define each of the following

Hook
Dog leg
Par
Sand trap
Pitch-and-Run
Rough
Fairway
Green
Putt
Drive
Divot
Hole-in-One
Slice
Tee
Cup
Bogey
Hole
Break
Eagle
Lie
Fore
Caddie
Birdie
Whiff
Shaft
Iron
Word
Putter

Golf Worksheet

2nd Day

a. Ace	i. Hole	q. Out-of-Bounds
b. Birdie	j. Hole-out	r. Par
c. Bogey	k. Honor	s. Penalty
d. Brassie	l. Hook	t. Provisional Ball
e. Eagle	m. Lie	u. Putt
f. Fairway	n. Match Play	v. Rough
g. Fore	o. Medalist	w. Slice
h. Halve	p. Medal Play	x. Tee-off

1) The player who scores lowest on qualifying round._____
2) Having the same number of strokes on a hole as your opponent._____
3) To stroke the ball towards the cup while on the green._____
4) A score on a hole that is 2 under par._____
5) Hitting the ball from the teeing area into the cup with one stroke._____
6) The name given to the #2 wood._____
7) The designated # of strokes required to play each hole._____
8) A ball which when hit by a right-handed player curves to the left and vice-versa._____
9) The distance between teeing ground and the corresponding green._____
10) That area which is not considered part of the golf course and on which play is not allowed.
11) A warning signal to any person ahead of a stroke which is to be played._____
12) Putting the ball into the cup on the last stroke._____
13) The addition of one or more strokes to the players stroke._____
14) The area on either side of the fairway that is unmowed._____
15) The position of the ball when it is stationary._____
16) A score which is one over par on a hole._____
17) The initial shot made on each hole._____
18) A score which is 1 under par on a hole._____
19) Competition in which the number of holes won determines the winner._____
20) The privilege of teeing-off first._____
21) Competition in which the player with the lowest number of strokes for a specific number of holes is the winner._____
22) A second ball that is used when the previous ball is lost or is unplayable._____
23) A ball which when hit by a right-handed player curves to the right and vice-versa._____
24) The area of the course between the teeing ground and the putting green exclusive of hazards and within the boundary likes_____.

3rd Day

Compare and contrast <u>one</u> of the following:

Patty Berg and Jane Ballock
Babe Dickerson Zarharius and Nancy Lopez

Ben Hogan and Jack Nicklaus
Sam Snead and Arnold Palmer

at least 2 magazines must be used and 2 books. List all sources

The following should be included:
where they are from, when and how they started,
and the major tournaments they won

4th Day

1. When did golf become illegal and why?
2. When and where were the 1st golf rules established?
3. How many clubs are legal in a golf tournament?
4. Should high school girls be allowed to compete with high school boys in golf? Why?
5. What effect would it have on the game if golfers were allowed to tee up the ball on the fairways?
6. What safety precaustions should be followed in playing the game of golf?
7. Does golf have a limited value in the promotion of physical fitness? If so, why should it be taught in the physical education curriculum?
8. Who do you feel the greatest golfer is on the tour at this time and why?

5th Day

Art Project — Choose <u>One</u> of the following:

Design your own golf course. Be as creative as you wish, but the following must be included:

tee area
rough
fairway
traps
hazard
greens
yardage for each hole and the course
par

Make a collage about golf.

Make a how to lesson book including the swing, grip and stance.

Make a billboard advertising Golf, or tournament.

Knit a club head cover or a putter cover.

References

"Modern Physical Education"
"Physical Education for Life"
"Jack Nicklaus' Lesson By the Tee"
"Power Golf"
"Swing the Handle Not the Clubhead"

Lady Golfer
Golf Digest
Golf Magazine
Golf World

B. Parrish

LEARNING CENTERS
For the Non-Participants
In Physical Education Classes

Learning centers are a self-contained, independent learning activity complete with directions, learning exercises and guidelines for self-evaluation. It allows students to work independently and without teacher guidance or input. This frees the teacher to be with the rest of the P.E. class for the physical activity. Learning centers add variation to any class and provide activities which individualize instruction to meet the needs of the non-participant. A learning center can cover a day's absence, a week's, or even an entire sports unit. Because of this, learning centers are very flexible and valuable.

Although learning centers are one of many kinds of independent activities, they are different in several aspects. Particular attributes distinguish learning centers from other independent activities.

1) Self-selection: The teacher facilitates decision making by providing a variety of learning centers from which the students make choices.
2) Self-direction: The learning center contains clear and specific directions so that students may carry out the activity without teacher assistance.
3) Self-pacing: Because of individual differences, students are allowed to work at learning centers at their own pace.
4) Self-correction of self-evaluation: When applicable, provisions are made for students to check their own work with answer keys.

Planning Learning Centers

1) Choose a skill or concept you wish to cover. Any sport can be used as well as scoring procedures, game strategy, sport history, sports related careers, vocabulary from any sport, how exercise affects the body and drugs and sports.

2) Plan a number of activities to be included in the learning center which will develop the desired concept, skill, or interest. It is helpful to plan activities on different levels of difficulty so all students can be successful and yet feel challenged. It is also helpful to provide a choice of different activities. For example, one a CLOZE procedure, one a word search, one using comprehension questions, one an art project of some kind.

3) Determine the method of presentation and appropriate materials. Learning centers can be put on bulletin boards or placed on desktops. They can be placed in envelopes, pamphlets, file folders, or any other package that suits the needs of classroom space. It is often desirable to make learning centers portable and easy to store.

4) Write directions so students on all reading levels can understand them. Use simple vocabulary and sentence structure. Illustrations and examples are helpful. Directions should follow a logical sequence and all necessary steps must be included.

5) Decide how the students will check their work. Self-correction is used when the learning center has definite answers. Answer keys can be placed either with the learning center itself or in a central key file elsewhere in the classroom. If you feel cheating will be a problem, have your Student Assistant check the exercises, or do so yourself during the dressing-out time between classes.

Sources:

Adapted from "Learnig Centers in the Secondary School", S. Steurer, Journal of Reading, November, 1978, pp 134-139.

Adapted from "Learning Centers for Non-Participants", R. Kraft, The Physical Educator, December, 1978.

TECHNIQUES TO STIMULATE READING

There are numerous ways to stimulate and encourage reading in the content area of physical education. The most obvious is to capitalize on the sports interests of students to get them to just read more. Many P.E. teachers recommend specific books to individual students. Is there more a teacher can do? The following activities and ideas will answer this question.

CREATING INTEREST

- Give students access to a collection of sports books. (Locker-room library)

- Card file with extra credit reading ideas.

- Write a newspaper article about the school teams and have it published in the school newspaper.

- Keep track of pro standings on a bulletin board. Appoint a group to keep it current.

- Read about a sports personality before he or she visits the school.

- Interviewing a top collegiate or professional athlete and present the information to the class.

- Have short book reporting sessions at opportune times during sports units.

--Prepare bulletin boards to encourage reading of sports magazines and journals by using clippings, pictures, advertisements, etc.

--Prepare bulletin boards to encourage reading of books related to the sports unit by using book jackets, pictures of famous athletes in that sport, list of books available in library, etc.

--Use newspaper and/or library assignments for extra-credit or substitute activity.

--Assign creative book reports on biographies, autobiographies, and fiction books to be shared and displayed.

Thelma Franco

BIBLIOGRAPHY FOR A LOCKER-ROOM LIBRARY

SPORT: SOCCER
READING DIFFICULTY: VD - Very Difficult, D - Difficult, A - Average, E - Easy
F - Fiction, NF - Non-Fiction

Batty, Eric G. Soccer Coaching, The European Way, A, NF, 1 Dag Hammarskjold Plaza, New York, New York, 10017, The Dial Press.
This book includes a variety of basic approaches and methods to perfecting soccer skills and strategies. There are many ideas and tips for improving speed, skill and plays. It is useful for players who want to improve their playing ability.

Considine, Tim The Photographic Dictionary of Soccer, E, NF, 75 Rockefeller Plaza, New York, New York, 10019, Warner Books Inc.
This is a photographic primer explaining and illustrating the game of soccer. It includes definitions of terms and techniques showing plays and players, official rules of soccer including descriptive diagrams and milestones in the history of the game.

Di Clemente, Frank F, Soccer Illustrated, E, NF, New York, The Ronald Press Co.
This book illustrates the fundamentals of the game of soccer - kicking, passing, dribbling, trapping, etc. Also shown are player positions and daily practice plans, drills and conditioning programs.

Gardner, Paul, Wossnam, Phil, Sports Illustrated Soccer, A, NF, Philadelphia and New York, J. B. Lippincott Co.
This book covers how soccer developed in the United States; the rules of the game and how it is played. Ball skills, goalkeeper duties and some facts on indoor soccer are also included.

Glanville, Brian, A Book of Soccer, E, NF New York, Oxford University Press.
The author writes about the evolution of soccer. He also writes about the leading players in the various positions from strikers to goalkeepers.

Guennel, G. K., Jahelka, Joseph, Warner, Glen, F. H.. Soccer, E, NF, 419 Fourth Ave., New York, New York, 10016, Sterling Publishing Co.
This book has photographs on each page that show how to perform basic skills and ball control. It also illustrates field dimensions, player positions and game strategies.

Hawk, Paul, Squire, John, Y., Waters, Earle, C., Soccer, A, NF, San Francisco California, United States Navel Institute.
This book contains chapters on soccer history, team plays, drill, games and equipment. Also included are diagrams and photographs depicting the fundamental skills.

Kadow, Heinz, Dr., Lammich, Gunter, Warm Up For Soccer, A, NF, New York, New York, Sterling Publishing Co.
This book contains over 100 games designed to teach basic skills, teamwork, and soccer tactics. The games aim at refining the skills, developing speed and stamina and is great for players who like to get together after school for practice and fun.

Hollander, Zane, The American Encyclopedia of Soccer, D, NF, New York, Associated Features Inc., Everest House Publishers.
The most comprehensive book on soccer in the U. S. It gives information on over 100 years of heroes, teams, great moments. Also covered are the college and professional players' lifetime records.

Hollander, Zane, Pepe, Phil, The Book of Sports Lists #2, A, NF, Los Angeles, 2129 Century Park East, 90067, Associated Features Book, Pinnacle Books.
This is a list of facts pertaining to different sports. Chapter 11 covers soccer and includes the best players, biggest flops, sneakiest, ugliest, fastest, most overrated, best goalkeepers, "flakiest", players; also the cutest team and more of the same.

Kale, Basil, Soccer For American Spectators, A, NF, Cranbury, New Jersey, 08512,, A. S. Barnes and Co. Inc.
This book encompasses the rules, techniques, history of the game of soccer as well as focusing on national and international teams and players and their records. It lists the world's best teams and players and the personalities of the U. S. players and coaches.

Marcus, Joe, The Complete World of Soccer, D, NF, Pasadena, California, Ward Ritchie Press.
The book discusses the different requirements for a goalie, a fullback, a forward, a midfielder, and even referees. Also explored are team formations and the achievements of great soccer players - Pele, Eusebio, Bobby Moore, Sir Stanley Mathews, and others.

Miller, Al, Winning Soccer, E, NF, 180 North Michigan Ave., Chicago, Illinois 60601,, Henry Regnery Co.
A top North American coach presents ideas and proctices used to develop top flight players. Also, how to get in shape, what to wear and how to perform the fundamental soccer skills.

Signey, Dennis, A Pictorial History of Soccer, A, NF, New York, London, Sydney, Toronto, The Hamlyn Publishing Group.
An account of the origins and workings of soccer. Very lively reading as it incorporates records and statistics with anecdotes and narratives.

The Diagram Group, Enjoying Soccer, A, NF, New York, Paddington Press, Ltd.
This book answers questions about soccer. It gives the present laws and rules for international competition and explains game techniques and play patterns.

PERIODICAL LISTINGS BY SPORT

Acrobatics

World Acrobatics

Archery

Archery World
Bow & Arrow
Pro Archer
Archery
Archery-Fencing Guide

Auto Racing

Auto Racing Digest
Racecar
National Dragster
Midwest Racing News
New Sports Car News
Racing Cars
Racing Pictorial Magazine
Street Rodder
Road & Track
Car & Driver
Motor Trend
Hot Rod
Drag Racing News
Auto Racing Guide
Hot Cars & High Performance Stockers
Rodder & Super Stock Car Magazine
Speedway News
Speedway Sports Pictorial News

Back Packing

Backpacker
Backpacker Footnotes
Backpacking Journal

Badminton

Badminton
Badminton Gazette
World Badminton
Badminton Review

Ballet

Ballet Review

Baseball

Amateur Baseball News
Baseball Bulletin
Baseball Digest
Baseball Quarterly
Diamond Report
Pony Baseball Newsletter
Sports Weekly Newsletter-Baseball

Basketball

Basketball Clinic
Basketball Digest
Basketball Weekly
P.G. Basketball Newsletter
Sports Weekly Newsletter-Basketball
AAU Basketball Handbook
Basketball Guide
Basketball Handbook
Eastern Basketball

Bicycling

Bicycling
Bicycle Motocross Action
Bicycle Paper
American Bicyclist & Motorcyclist
Bike World
Sports & Spokes

Billiards

Billiard Congress of America Bulletin
Billiards Digest
National Billiard News

Boating

Sailing
Yachting
Motor Boating & Sailing
Motor Boating & Yachting
Canoeing

Body Building

Muscle Digest
Muscle Mag Annual
Muscle Training Illustrated Annual

Bowling

Bowler's Journal
Bowling Magazine
Bowling Times
California Bowling News
Chicago Bowler
Junior Bowler
Strike
Winning Points
Woman Bowler
Bowling
Spares and Strikes
Ten Pin News

Boxing

Boxing Illustrated
Boxing News
Amateur Boxer
International Boxing
World Boxing
AAU Boxing Handbook
Golden Gloves Newsletter

Chess

Chess Correspondent
Chess Digest
Chess Journalist
Northwest Chess
Chess Life
J'Adoube!

Dancing

Dancing Times
Dance Teacher Now
Dance Scope
Dance Research Journal
Square Dancing
Country Dance and Sone
Let's Dance
Dance Magazine

Diving (scuba)

Undercurrent
Diving World
Diver
Underwater World
Skin Diver Magazine
Sport Diver

Fencing

American Fencing
Archery-Fencing Guide

Field Hockey

Field Hockey Guide

Fishing and Hunting

Fishing & Hunting News
Fishing World
Fishing Facts
Sports Afield
Field & Stream

Football

Football Action
Football Digest
Football Forecaster
Football News
Football Notes
American Football Magazine
Canadian Football Magazine
Gridweek
P.G. Football Newsletter
Pro Football Weekly
Sports Weekly Newsletter-Football Analyst

Four Wheeling

Offroad East
4 x 4's and Off Road Vehicles
Four Wheeler
Popular Off Roading

Frisbee

Frisbee Disc World

Golf

Carolina Golfer
Golf Business
Golf Digest
Golf Illustrated
Golf Industry
Golf Journal
Golf Score
Golf Tips
Golf World
PGQ Magazine
Intermountain Golf News
Senior Golfer
Southern Golf
Country Club Golfer
Golf Magazine

Gymnastics

International Gymnast
AAU Gymnastics Handbook

Handball

Handball
Handball Magazine

Hang Gliding

Hang Gliding
Hang Glider Magazine
Glider Rider

Hockey

Hockey
Hockey Digest
Hockey Field
Hockey Illustrated
Hockey News
Hockey Pictorial Magazine
Ice Hockey Magazine
American Hockey and Arena
World Hockey
Action Sports Hockey
Goal
Hockey Register

Horseback Riding

Riding

Lacrosse

Lacrosse Guide
Lacrosse Magazine
Lacrosse Newsletter

Martial Arts

American Judoman
Black Belt Magazine
Official Karate
Judo Illustrated
Inside Kung Fu
Professional Karate
AAU Judo Handbook
AAU Karate Handbook

Motorcycling

Street Chopper
Motorcycle Racing
Motorcycle Rider
Motorcycle Sport
Motorcycle Weekly
Biker
Cycle
Cycle World
Choppers and Big Bike Magazine
American Motorcyclist

Parachuting

Parachutist

Polo

Polo
Polo Newsletter

Racketball

National Racketball
Racketball Illustrated

Rodeo

Rodeo News

Skateboarding

Skateboarder

Skating (ice)

Skate
Ice & Roller Skating Magazine
Rinksider

Skating (roller)

Skating
Ice & Roller Skating Magazine
Skating Magazine

Skiing (water)

Water Skiier

Skiing (snow)

Ski
Ski Racing
Ski America
Ski Competition East
Ski East
Ski South
Skier
Skier's World
Snow Goer
Winter Sports
Skiing

Skydiving

Skydiving

Soccer

Soccer Guide
Soccer Monthly
Soccer America
Soccer Digest
Soccer Corner
Soccer World
American Soccer Magazine
Soccer Express
Soccer Journal
Soccer Life
Soccer Newsletter
Youth Soccer Magazine

Softball

Balls and Strikes
Slo-Pitch

Surfing

Surfing Photos
Surfer Magazine
Surfing East
Competition Surf
Wave Rider

Swimming

International Swimmer
Swim Swim
Swimming World and Junior Swimmer
Water Safety Journal
Swimming Technique
Swimming World

Table Tennis

Table Tennis Topics

Tennis

Tennis
Tennis Illustrated
Tennis USA
World Tennis
Black Tennis

Track and Field

Track and Field Quarterly Review
Track and Field News
Track Techniques
Runner
Runner's World
Marathoner
On the Run
Women's Track World
Inside Running

Volleyball

Volleyball Technical Journal
USA Volleyball Review
Volleyball Guide
Volleyball Magazine

Water Polo

Water Polo Scoreboard
AAU Water Polo Handbook

Wrestling

Inside Wrestling
Official Wrestling
Wrestler
Wrestling Monthly
Wrestling-Where It's At
Amatuer Wrestling News
Federation Wrestler
Wrestling World
Wrestling Album
The Young Wrestler

GENERAL PERIODICALS

AAU Bulletin

Arizona Journal of Health, Physical Education & Recreation

Athlete's World

Athletic Administration

Athletic Journal

Athletic Review

Athletics Weekly

Athletic Training

Bulletin of Physical Education

Canadian Journal of Sport and Physical Education

Coach and Athlete

Coaching Clinic

Coaching Review

Coaching Women's Athletics

Illustrated Sport

Inside Sports

Inside Today's Sports

International Journal of Sport Psychology

International Review of Sport Sociology

Journal of Health, Physical Education and Recreation (JOPHER)

Journal of Philosophy of Sport

Journal of Physical Education

Journal of Sport and Social Issues

Journal of Sport Behavior

Journal of Sport History

Journal of Sport Psychology

North American Society for Sport & History

Olympic Review

Physical Educator

Popular Sports

Practical Pointers

Quest (Nat'l Assoc. for P.E. of College Women)

Referee

Research Quarterly for Exercise and Sport

Review of Sport and Leisure

Scholastic Coach

Sport

Sporting Life

Sporting News

Sporting Scene

Sport Scene

Sportscope

Sports Illustrated

Sports Journal

Sports Stars

Sportswise: New York

Sport World

Stars in Sports

Super Sports

Women's Coaching Clinic

Women's Sports

Young Athlete

ONE STUDENT'S TESTIMONIAL

William J. Salterberg

"Developing an idea or activity to encourage students to read in a given sports unit."

In my weight lifting unit, I was confronted with a situation that I wasn't really ready for: girls. In my preparation for this unit, I overlooked the fact that weight lifting was more than just strong muscles. Most of the girls in my class were interested in weight lifting for more aesthetic reasons. As a result, I was forced to dig into the library for information about "trimming, slimming, and shaping". I checked out a couple of books that I thought the girls would be interested in, and while I was at it, I got some books on weight training for athletics that I thought some of the boys (and a few girls) would be interested in.

Back in class, I introduced the books by telling the students that I had some books that some of them might be interested in. A few of the boys really gobbled up the weight training books, and when I introduced the books to the girls, they looked through them, and a few took them home that night. Another girl checked out a book about women's athletics that I had gotten from Hayden Library.

I was really pleased and a little shocked with the response that I got. As I look back, I could have encouraged even more kids to read the books. Unfortunately, I also found that some kids weren't the least bit interested in the books. I guess some kids have a lot different interests and it's my responsibility as a teacher to provide for different interests as the opportunity arises. Another thing that I didn't do was provide for different readability levels. The books that I brought to class were probably a little deep for some of the students, although a few of them were easily high school level. In the future, I'll take a little more effort, and get more of a variety of books.

I really noticed that these books really started some of the kids reading, which is something most kids don't expect to be doing in a P.E. class. To be honest, I really didn't come up with any new, different, or exciting idea to encourage these kids to read. I just attempted to meet their particular interests.

* Articles that will count for critique assignments.
All articles and books are in the Resource Room, Farmer 406B.

SUGGESTED READINGS FOR PHYSICAL EDUCATION

Albertson, Larry M. "An Elementary Physical Education Crossword Puzzle," The Physical Educator, March 1980.

* Annarino, Anthony, "Another Way to Teach," (Contracts) Journal of Physical Education & Recreation, October 1974.

* Bernard, Thomas L., "The Linguistics of Physical Education, The Physical Educator, March 1978.

BlakenBaker and Pat Cobb, "Physical Education Puzzlers," The Physical Educator, March 1980.

* Boston, Richard E., "Sports Literature," English Journal, January 1975.

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* Detherige, Jim. "Reading, Writing, and Running," English Journal, Sept. 1980.

Dubick, Harry, "Creating Interest," Journal of Health, Physical Education and Recreation, April 1968.

Foerster, Leona M., "As They Move, They Learn," Instructor, March 1972.

Frommer, J., Sports Lingo. Atheneum, New York, 1979.

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Kraft, Dr. Robert. "Bright Ideas, Learning Centers For the Non-participants," The Physical Educator, December 1978.

* Kravitz, Richard and Marvin Shapiro, "Reading, Boxing Class, Communication Skills Motivated by Interest in Physical Education and Recreation, Journal of Health, Physical Education, and Recreation. Nov.-Dec. 1969.

Lindsey, Tom, "A runner's reading list," English Journal, September 1980.

* Maring, Gerald H. "Reading Improvement in the Gymnasium," Journal of Reading, October 1980.

Physical Education Readings (cont.)

* Metcalf, James, "Teaching Writing in Physical Education," Journal of Health, Physical Education and Recreation, Nov./Dec. 1979.

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Miller, Wilma. Teaching Reading in the Secondary School, Springfield, Illinois, Charles E. Thomas, 1974.

Olson, Arthur and Ames, Wilbur S. Teaching Reading Skills in Secondary Schools. Scranton: International Textbook Company, 1972.

* Parrish, Berta. "Another Challenge: Reading in the Physical Education Curriculum," 1980, Arizona State University.

Patlak, Sanford, "Sandy's 99 Sports Books for Reluctant Readers," (Appendix A), in Fusing Reading Skills and Content, editors J. Alan Robinson and Ellen Lamar Thomas, Newark, Delaware: International Reading Association, 1969.

Patlak, Sanford, "Physical Education and Reading: Questions and Answers," in Fusing Reading Skills and Content, editors J. Alan Robinson and Ellen Lamar Thomas, Newark, Delaware: International Reading Association, 1969.

* _____ Physical Education and Reading: A Winning Team, Florida State Department of Education, Tallahassee, Florida.

* Rubinstein, Bob, "Sports History: Motivation for Reluctant Readers," Elementary English, April 1975, pp. 591-2.

Rushall and Siedentop, "Contracts for Bowling Unit," The Development and Behavior in Sport and Physical Education, 1972.

Shepherd, David L. Comprehensive High School Reading Methods. Columbus, Ohio: Charles E. Merrill, 1973, p. 290.

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Straub, W., The Lifetime Sports-Oriented Physical Education Program, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1976.

Thomas, Ellen Lamar and H. Alan Robinson. Improving Reading in Every Class. Boston: Allyn and Bacon, 1972, pp. 465-71.

Fadimar, Anne. "How to Understand Jock Talk," Women's Sports, 1977. pp. 24-25.